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# Christian Education Magazine

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**General Conference  
and Yearbook Number**  
BOARD OF EDUCATION  
M. E. CHURCH, SOUTH

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**MAY, 1926**





# CHRISTIAN EDUCATION MAGAZINE

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*General Conference  
and Yearbook Number*

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May, 1926

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Nashville, Tenn.; Dallas, Tex.  
Richmond, Va.; San Francisco, Calif.  
Publishing House of the M. E. Church, South  
Lamar & Barton, Agents

## TABLE OF CONTENTS

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	Page
MEMBERSHIP AND ORGANIZATION.....	3
FOREWORD.....	5
REPORT OF THE GENERAL SECRETARY.....	7
THE CHRISTIAN EDUCATION MOVEMENT.....	31
DEPARTMENT OF MINISTERIAL SUPPLY AND TRAINING AND LIFE SERVICE.....	41
DEPARTMENT OF RELIGIOUS EDUCATION.....	50
CANDLER SCHOOL OF THEOLOGY.....	63
SCHOOL OF THEOLOGY, SOUTHERN METHODIST UNIVERSITY.....	68
ANNUAL REPORT OF TREASURER.....	74
EDUCATIONAL LEGISLATION ENACTED BY THE GENERAL CONFERENCE of 1926.....	78
CONDENSED MINUTES OF THE THIRTY-SECOND ANNUAL MEETING....	81
FINANCIAL STATEMENT.....	91
EDUCATIONAL STATISTICS.....	98



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# Christian Education MAGAZINE

Published Quarterly by the Board of Education  
M. E. Church, South, Nashville, Tenn.

Entered as second-class matter at the post office at Nashville, Tenn., under act  
of August 24, 1912.

Volume XVI

May, 1926

Number 1

## *Foreword.*

THIS issue of the MAGAZINE is the largest ever published. In addition to the matter usually given in the regular Year-book number each year, this issue contains the whole of the eighth quadrennial report of the Board of Education to the General Conference. Because of the large amount of valuable information about the various phases of the educational work of our Church as carried on by the Board of Education and other agencies contained in this publication, every one receiving a copy should not only read it, but file it away for future study and reference.

The membership and organization of the Board of Education as given on pages 3 and 4 were for the quadrennium, 1922-26. The General Conference at Memphis, Tenn., elected a general secretary and a new Board for the quadrennium, 1926-30. Dr. Stonewall Anderson was reelected General Secretary. The members of the new Board are: Bishop Edwin D. Mouzon, Nashville, Tenn.; Bishop James Cannon, Jr., Washington, D. C.; Bishop Hoyt M. Dobbs, Birmingham, Ala.; Rev. C. H. Booth, Waco, Tex.; Rev. J. L. Clark, Fort Thomas, Ky.; Rev. C. C. Grimes, Memphis, Tenn.; Rev. J. S. French, Bristol, Tenn.; Rev. Ivan Lee Holt, St. Louis, Mo.; Rev. R. G. Mood, McKinney, Tex.; Rev. W. F. Quillian, Macon, Ga.; Rev. G. W. Read, Birmingham, Ala.; Rev. Robert Selby, Hattiesburg, Miss.; Rev. H. H. Sherman, Nashville,



*Christian Education Magazine*

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The new Board met at Memphis, May 19, 1926, for temporary organization. Bishop Edwin D. Mouzon was made temporary chairman and Rev. H. H. Sherman, temporary secretary, and a committee on permanent organization for the quadrennium was appointed. This committee will make its report at a called session of the Board to be held at Nashville, Tenn., June 29.



## *Report of the General Secretary*

STONEWALL ANDERSON, D.D., SECRETARY

### DEATH OF DR. PAUL H. LINN

Dr. Paul H. Linn, a distinguished and honored member of the Board of Education, and member of the Missouri Annual Conference, passed away very suddenly on February 1, 1924, at Memphis. At the annual session the same year the Board of Education adopted and placed upon its records the following expression of appreciation of Dr. Linn's character and services:

"On the first day of February last, just after the final adjournment of the Southern Methodist Educational Association in the city of Memphis, Dr. Paul H. Linn suddenly passed from time to eternity.

"For the past decade he had been president of Central College, Fayette, Mo., and for more than six years a member of this Board.

"Dr. Linn was interested in all the movements of the Church and was one of the most useful and forceful members of the last several General Conferences. In this position, while he was interested in all the business that came before that body, his chief concern was for the cause of Christian education.

"His administration of the affairs of the college of which he was the head was characterized by largeness of vision and the proper conception of what is embraced in the phrase 'Christian education.' To him it meant that the student had a right to have Christian teachers, a thoroughly Christian environment, and an education in all those things that pertained to the Christian religion. But, more than that, he believed that a Christian education was not complete unless there was on the part of the student spiritual development parallel with mental growth. He never forgot that he was an ambassador of Jesus Christ, and his effort was to lead every student in his college into a genuine personal experience of redemption through Jesus Christ.

"As a member of this Board, he was wise in counsel and had the gift of expressing his thoughts so clearly and convincingly that he generally led others to see the wisdom of his well-thought-out plans. Even when his brethren did not agree with him, so courteous was he in debate that no matter how strongly he contended for his opinions, he never left a sting in anybody's heart.

"As a man he was scholarly, democratic, companionable, and deeply spiritual. No one ever associated with him without being made better by that association, and the more men knew him, the better they loved him.

"We wish to place on record our high appreciation of the service he rendered to the cause of Christian education generally and to this Board of Education particularly in helping to solve the many problems that have come before it during his membership.

"We mourn his departure from us while apparently he had the best part of mortal life before him—the time of fruitage from a well-prepared life. But we do not mourn as those without hope. Going as he did from a meeting in which a number of times he talked earnestly of personal religious experience, we are sure he was in the frame of mind, without other preparation, to come face to face with his Lord and Master.

"We desire to express our heartfelt sympathy to his bereaved family, to the college that he had led to such success, to the Church in which he worshiped and where he was faithful in attendance not only at the Sunday services, but also at the prayer meetings, and to the town in which he lived, where he came to be recognized as its foremost citizen."

Dr. Ivan Lee Holt, of the St. Louis Conference, was elected by the Board at the annual session of 1924 to fill the place made vacant by the death of Dr. Linn.

#### A QUADRENNIUM OF EDUCATIONAL PROGRESS

It is with feelings of profound gratitude to God that the Board of Education is able to report progress in that field of endeavor with which it is directly related.

The educational institutions in the United States owned



## *Christian Education Magazine*

and controlled by the Methodist Episcopal Church, South, number eighty-four. Of these, three are universities; twenty-six are senior colleges; one is a college for Christian workers; twenty-seven are junior colleges; twenty-five are academies; and four are mission schools. There were enrolled in these schools during the past year 29,253 students.

The value of the buildings, grounds, and equipment of all these institutions is \$34,609,622,\* which is an increase during the quadrennium of \$10,377,023. The value of endowment is \$28,869,099,\* being an increase of \$19,425,402.

The Church has contributed for educational purposes during the quadrennium, through the regular annual budget, the sum of \$1,963,342. This is an increase over last quadrennium of \$72,091. The funds for carrying on the work of the General Board are derived from the proceeds of the assessment for education laid upon the Church by the General Conference. By far the larger part of the funds secured by annual contributions for education is used to help to pay the current accounts of the institutions. These funds are the proceeds from the assessments laid by the several Annual Conferences.

The invested loan fund administered by the Board is \$182,-183. This is an increase during the quadrennium of \$158,972.

### THE CHRISTIAN EDUCATION MOVEMENT

At the Hot Springs session of the General Conference only one of the five years allotted to the Christian Education Movement at the beginning had passed. The General Conference, therefore, gave direction that the Movement be extended through the whole of the present quadrennium.

At the first meeting of the Board after the General Conference of 1922 adjourned, Dr. Ed F. Cook was reëlected Associate Secretary to head the organization of Annual Conference Secretary-Treasurers.

In December, 1922, Dr. Cook resigned his position as Associate Secretary to accept a position with the Sunday School Board. Dr. Cook's resignation was accepted, and Dr. H. H.

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\*This does not include a large part of the Duke gift to Duke University.

## *Christian Education Magazine*

Sherman, of the Baltimore Conference, was elected and began his work with the Board, January 1, 1923. Dr. Sherman has wrought faithfully and well. Elsewhere in this report will be found a detailed statement from him as to the achievements of the Christian Education Movement during the quadrennium.

### A DEPARTMENT OF FINANCIAL AID

For the past five years the Christian Education Movement has been carried on as a department of the Board. This organization consists of a member of the headquarters staff, Dr. Sherman, with his office at Nashville, and some thirty Annual Conference secretary-treasurers, all giving their full time to the work. The office of each secretary-treasurer is within the bounds of the Annual Conference or Conferences which he serves. This group of strong men have been not only collecting funds during the four years, but also preaching the doctrine of Christian education with an intelligent zeal and enthusiasm which will doubtless yield large results for the cause of Christian education for years to come. It will not be practicable nor desirable to continue this organization. However, the financial needs of the colleges are, and will continue to be, as great as they have ever been. Moreover, there are several million dollars of unpaid subscriptions to the Christian Education Movement. These pledges certainly are a valuable asset to education.

My suggestion is that the organization of the Christian Education Movement be transformed into a permanent department, the purpose of which shall be to aid institutions to secure needed funds. An outline of the proposed department and its functions are as follows:

1. The member of the headquarters staff who is now the head of the Christian Education Movement shall become the Secretary of the Department.

2. The other members of this organization shall be men and women throughout the Church whose gifts and graces fit them for campaign work. Such persons will be expected to give only a part of their time to such service. They shall be under the general direction of the Department Secretary.



## *Christian Education Magazine*

3. There shall be a publicity agency in connection with the organization.

4. The expenses of the field force shall be paid by the institution or institutions which are the direct beneficiaries of their services.

5. Campaigns shall not be undertaken for any institution or institutions except upon the request of such institution or institutions.

6. Besides assisting institutions in financial campaigns, the Department shall perform other functions, as follows: (1) It shall assist in conserving the values of the Christian Education Movement represented in unpaid pledges. This may be done by making a fair and wise division of the unpaid pledges of any Annual Conference to the institutions within the Conference and elsewhere which have interests in the pledges. Every college of the Church is now engaged in a campaign for funds, or will be so engaged. The unpaid pledge cards may become the basis for new and larger pledges to education by those who made them. It seems to me that it is entirely practicable for the greater part of the unpaid pledges to be absorbed by the several college campaigns to the decided advantage of the colleges. (2) It shall serve as a clearing house of information concerning financial campaign methods, etc. The Secretary shall constantly be at the service of all the colleges for counsel and advice as to the best methods of securing funds for educational purposes. (3) It shall also develop systematic plans for securing funds for education by gifts, bequests, wills, annuities, etc.

The expense to the Board for the Department will be the salary, traveling expenses, and office expenses of the Secretary of the Department, and certain expenses for publicity.

### THE METHODIST EDUCATIONAL ASSOCIATION

The organization of the Methodist Educational Association was authorized by the General Conference of 1918. It, therefore, has eight years of service to its credit. It meets annually for a two- or three-day session, usually in February. These sessions are devoted to the interchange of experiences by the

members and to the discussion of questions vital to the educational interests of the Church.

We have been passing through a rather trying period for the schools and colleges. The quadrennium has been characterized by rather intense theological discussion. The issue, speaking broadly, has been the relation of science and religion. The colleges, in the very nature of the case, must find a place in their programs for both. For that reason, educational institutions have been in the limelight and at the very center of current theological discussions. In some quarters unwarranted and extreme statements have been made and published. The colleges have been charged on the printed page with unsoundness of faith and disloyalty to the ideals of the Church and of the kingdom of God. Without in any way entering the field of controversy, the Association, representing as it does all the educational institutions of our Church, and speaking, therefore, for them all, has been able to render a great service by making clear statements from time to time of the position, convictions, ideals, and loyalties of the colleges. These declarations of faith have been published and made accessible to all who really want to know. I most heartily concur in the following declaration of the Association as being a true statement of the spirit, convictions, and ideals of the colleges of the Methodist Episcopal Church, South:

“As institutions belonging to a great Christian denomination, the schools, colleges, and universities of Southern Methodism recognize and accept the duties and obligations that necessarily go with such ownership. In this relationship they realize without reservation that each institution and all of them together are special agencies of the Church for the salvation of the world and for helping the Church itself the better to perform its own divinely appointed ministry of service.

“The institutions are profoundly convinced, particularly in this confusing crisis in the world’s history, that they are called upon to join all other agencies of the Church in supreme effort to steady and enlighten the faith of the people, to strengthen the moral foundations of the social order, to create in the minds



of men the mind of Jesus, and to make known the saving power of his spirit."

Relative to the internal conditions of our colleges, and the moral and spiritual life of students, the Association makes the following declaration:

"Our institutions were never so crowded with eager youth. . . . We have never seen our students more open to the call of God to service, more ready to answer the call, and more solemnly resolved to accept the responsibility of training themselves adequately for it. The quality and number of these young people, and the fact that their fields of service cover every activity and need of the Church, are profoundly significant and inspiring as we look ahead to the Church of to-morrow.

"It is our carefully considered judgment that the spiritual atmosphere and ideals of our institutions were never more wholesome; that trustees, faculties, and students never before have had such a clear understanding of the meaning of Christian education and of the need of present conditions for the application of its principles, and never have they shown a stronger sense of loyalty to it. While within the institutions there is the unshaken determination to make them what they should be in the fundamental matter of scholarship and intellectual standards, yet there is also the determination, stronger if possible, to apply religious values to the great process of education, and thus keep faith with the purpose of the Church in maintaining institutions of learning."

The session of the Association held in the current year focused its attention upon the responsibility of the institutions of the Church for the training of Christian leaders. The following is a part of a statement which was unanimously adopted and sent out:

"The country is to be congratulated that our educators show no disposition to evade their responsibilities. Both Church and State have drawn heavily in the past upon Church colleges, which have furnished the public three-fifths of their college-trained people, two-thirds of their ablest teachers, 90 per cent of their college-bred preachers, and much of the public opinion supporting public education. If you take out of the country

the leaders educated in Church colleges you would deal a staggering blow to the educational, civic, and spiritual leadership of the country. Moreover, the most loyal forces back of the public school system are the Protestant Churches and their schools. The Church schools are the bulwark of the cultural and spiritual as opposed to the technical and utilitarian elements in American education. They keep alive idealism and spiritual vitality in American life.

"It is heartening to the friends of the most fundamental values of our American civilization now so sorely menaced by crass materialism, that our educators squarely face how the college, the Church, the chapel, student organizations, curriculum, and the instructors may contribute to the development of a trained Christian leadership. The personal element, or the direct individual contact of teacher with student, is given the place of supreme importance in this process, and all teachers are called upon to tap this source of power to its fullest extent. 'Character is caught, not taught.'

"The Association reaffirms its conviction that in the education of Christian leaders, supreme emphasis must be given to the education of the Christian ministry. In this age of kaleidoscopic changes wrought by the application of science to modern life, a tremendous strain is thrown on the preachers to orient themselves to this changing world. Unless the Church raises the educational standards and efficiency of its ministry, it will lose its grip upon its young people, and a moral catastrophe on a national scale will follow. The Association, therefore, calls upon the Church to put on a more comprehensive educational program for the education of the ministry."

Happily our people are coming to appreciate more and more that, in the actions and utterances, from time to time, by the Methodist Educational Association, the character and purposes of the schools of the Church are set forth more truly, as well as more clearly and fully, than can be found elsewhere. They are finding out also, that in the pronouncements of the Association are set forth the ideals, aspirations, beliefs, and hopes of the schools of the Church rather than in the utterances and publications of lukewarm friends and hostile critics.



## THE COMMISSION ON EDUCATION

The Commission met for a three-day session, August 22-24, 1922, at Lake Junaluska, N. C. and prepared their quadrennial report. This report was published as the Eighth Report of the Commission on Education of the Methodist Episcopal Church, South, and distributed widely over the Church. At the annual session in 1925, the Board of Education reclassified the institutions of the Church according to the requirements of the Commission.

At the annual session of the Methodist Educational Association held in February, 1926, the question was raised as to the advisability of continuing the Commission on Education as one of the educational agencies of the Church. This question was raised upon the supposition that there is no further need for the Commission and neither is there need for the Board of Education to continue to function as a standardizing agency. That an important need in the field of classification has been met in the past both by the Commission and the Board, all agree. When these agencies were set up by the General Conference, they were pioneers in this field. Now there are other agencies, such as the Association of Colleges and Preparatory Schools of the Southern States, the North Central Association of Schools and Colleges, and other regional associations, as well as State and national associations. These State, regional, and national organizations have developed rapidly in influence and power in recent years, until they now cover the whole country like a blanket—so much so that they are widely recognized as the real authorities in the field of standardization. As matters now stand, if the standardizing agencies of the Church should propose higher or lower standards than those of the agencies I have mentioned, such standards would simply be without authority in the educational world. If the Church should simply duplicate the standards of these agencies, such action would seem to be an unnecessary expenditure of funds and energy.

It is proposed, therefore, that the Church discontinue the Commission on Education as a standard-making body of the Church, and also that the Board of Education cease its functions as a classifying agency. This would mean that the Church

recognizes that the State, regional, and national standardizing agencies are the accepted, authoritative agencies for such work.

If the suggestion to discontinue the standard-making Commission and to release the Board of Education from further duties as an agency of classification should meet with the favor of the General Conference, then the Board of Education would be able to devote its full strength to helping the schools and colleges to meet the requirements of the standardizing agencies with which they are most closely related and which are most influential in the sections in which they are situated.

Institutions would continue to make, as heretofore, detailed reports to the Board of Education as a condition of support by the Church. Furthermore, no institution should be free to change from one type of organization to another without the approval of the Board. That is, an academy could not organize as a junior college, nor a junior college as a senior college, nor a college as a university, etc., without the approval of the Board of Education.

It might be objected that the proposed course of action would require the Church to hand over the matter of fixing standards and classifying institutions to an alien body. But is that the case? These standardizing bodies are not agencies of the State, nor of State and independent institutions; they are voluntary associations. State schools, independent schools, and Church schools—all alike have representation in them. These associations sustain the same relation to the schools and colleges of the Methodist Episcopal Church, South, that they do to any other schools and colleges. Many of the schools and colleges of our Church hold membership in these associations now; the same is true of the schools of the Presbyterian Church, of the Baptist Church, of the Episcopal Church, and of other Churches. It will be a great day for the Methodist Episcopal Church, South, when all her schools have membership in the Association of Colleges and Preparatory Schools of the Southern States, or in some other similar regional association.

Moreover, it should be understood that the Board of Education and the Methodist Educational Association, which is an agency of increasing power in the development of the schools

and colleges of the Church, shall set up as close relations as possible with these standardizing agencies. The proposed change does not mean, then, that the institutions of the Church shall hand over their classification to an outside body, but it does mean that these institutions shall go into the regional and national organizations and that the Methodist Educational Association and the Board of Education shall make connections as close as possible with them in order that the Church may make full contribution toward determining what educational standards shall be set up, and also the best methods of applying them. In numbers and influence, Church institutions in the regional associations are well represented, and especially is that true of the South. By proper coöperation, denominational colleges would be able to exert a very great influence in determining the policies of the standardizing organizations.

#### COÖPERATIVE ENTERPRISES

The last General Conference made provision for a Committee on Coöperation, composed of three officials each from the Board of Missions, the Epworth League Board, the Sunday School Board, and the Board of Education, and of eight other persons. To this Committee the General Conference committed the duty of performing two functions, as follows:

"1. To provide for the largest possible correlation of the educational work of these bodies during the ensuing quadrennium."

At a meeting of the Committee held September 5, 1922, it was decided that the four boards concerned "shall create a Life Service Committee with a secretary and office force, requiring a budget of \$8,000 annually, to be borne equally by the four participating boards." For some reason, it was not found practicable to put the proposed plan into operation.

At a meeting of the Interboard Committee held March 4, 1924, the following action was taken: "In view of the fact that we have unavoidably been delayed in securing an Interboard Superintendent of Life Service, we recommend to our several boards that life service be conducted in the office of the Epworth League Board until the next General Conference, it



being understood that the work shall be carried on under the joint committee in accordance with agreements already made." The Board of Education, with the other three boards, adopted this proposal, and it went into effect, March 1, 1925.

On the whole, the efforts to correlate the several educational activities of the four boards through the Interboard Committee have not been very satisfactory.

"2. The General Conference also provided that the Interboard Committee shall also serve as a commission to report to the next General Conference a 'plan for the complete correlation of all of our work of religious education, and especially to provide a more simplified and effective program of religious education in the local Church.'"

In performing this second function committed to it by the General Conference, the Committee has not been able to function even as well as in performing the first.

The Board has taken part in the following coöperative enterprises during the quadrennium: The Council of Church Boards of Education; the Methodist Student Conference at Louisville in 1924, participated in by Episcopal Methodism, North and South; the Interdenominational Student Conference at Evanston in December, 1925; and the Methodist Young People's Convention at Memphis, December 29, 1925, to January 2, 1926.

#### DEPARTMENT OF RELIGIOUS EDUCATION

The last General Conference made provision for the Board of Education to enter more specifically than heretofore the field of religious education. At the annual session of 1923 the Board authorized the organization of the Department of Religious Education and included in the annual budget funds necessary for its maintenance. The selection of a secretary was committed to the Executive Committee. On March 18, 1924, Rev. J. Marvin Culbreth, of the St. Louis Conference, was elected secretary.

The function of this Department is to promote religious education in schools, colleges, and universities, both of the Church and of the State.

## *Christian Education Magazine*

Dr. Culbreth entered actively upon his duties June 1, 1924. Elsewhere in this report is a detailed statement by the Secretary showing the progress of the work of the Department.

### THE RELATION OF RELIGIOUS EDUCATION TO GENERAL EDUCATION

The emphasis placed upon religious education in recent years suggests the importance of clear thinking in order to wise planning and effective action in this field. If education is viewed as development (as undoubtedly it must be when viewed from the standpoint of the individual to be educated), by "religious education" is meant the development of the religious potentialities, the religious nature of children, youth, and adults.

If we view education as the process by which racial inheritance is possessed and by which social adjustments are made through the pursuit and mastery of courses of instruction in the sciences, the arts, history, sociology, and in philosophy, we mean by religious education the pursuit and mastery of courses of instruction having a definitely religious content. If education is viewed from the standpoint of its function, which is, as has been rightly said, preparation for complete living, by religious education is meant the education which prepares for religious living; for we hold that there can be no complete living if religion be left out of life.

The Church is preëminently a religious institution. Consequently a large part of the educational efforts of the Church are in the field of distinctly religious education. Because of the concentration of the Church's activities on religious education, it is of first importance that the relation between religious education and general education be clearly discerned and taken fully into account.

Religious education is not complete in itself, but it is a part of general education. Also, general education should be distinguished from vocational education. Speaking broadly, we mean by general education the education which is secured through the grade schools, the high schools, and the colleges. The curricula in general education are drawn from the natural sciences, the sciences of the human soul, the social sciences,

the fine arts, arts not classed as fine, mathematics, language, literature, and philosophy. The curriculum materials used in religious education are drawn from certain parts of this same general field. The subject matter of instruction in religious education is not found outside the field from which general education draws its material, but within that field. Religious education is an integral part, therefore, of general education.

General education, with the element of religious education left out, is incomplete, unsound, and may be dangerous, because its products are unsound, defective, and dangerous. Although the Church specializes in religious education, its larger concern is for religious education integrated with a sound general education.

In certain important aspects, the relation of religious education to general education is symbolized by the relation of the system of veins and arteries of the human body to the body. The circulatory system which conveys the blood to all parts of the body is itself a part of the body. Prick the body anywhere, without or within, and it bleeds, because the system which conveys the life-giving fluid pervades the whole body. Extract the system of veins and arteries from the body, and the body is a lifeless thing. So also is the circulatory system lifeless and useless if removed from its place in the body.

In similar fashion religious education may be thought of as something definitely permeating the whole body of general education. Prick the body of the right type of general education anywhere, and religious education manifests itself. Extract religious education from the body of general education, and the body becomes an imperfect, abnormal, thing. Separate religious education from the body of general education, and it, too, becomes abnormal, defective, and impotent.

We are familiar with men and women who pass for educated people, and they are educated in a sense; at the same time they are woefully undeveloped religiously. They are spiritual illiterates. Such people often are liabilities of the social order, if not a positive menace.

Once in a while it is proposed that the Church confine its interest, attention, and activities to religious education alone.



Plans are proposed by which undeveloped boys and girls and men and women may be laid hands upon and educated religiously, and even be made religious experts of, and set to work as leaders in the Church of God. All such plans will most certainly prove disappointing. Indeed, uneducated boys and girls, men and women, may be religious, as truly religious as anybody else, and they may receive a degree of culture in religious matters and may make a worthy contribution of service, in their measure, to the kingdom of God; but they will do so as uneducated people. It is not possible to turn out a highly trained, efficient, Christian worker, preacher or layman, by confining his educational processes to what we have come to know as religious education. Indeed, we are learning that it is not practicable to develop highly trained specialists in any field except as such specialized training is integrated with a liberal amount of general education; and much less so is it practicable in the field of specialized Christian service.

There are two phrases in current use about which we need to come to an understanding. I refer to the phrases "Christian Education" and "Religious Education." What is meant by religious education has already been discussed. Religious education is not necessarily Christian, because Judaism, Mohammedanism, Buddhism, Confucianism, and other religions may, and do, include in their activities religious education. Of course the religious education engaged in by the Methodist Episcopal Church, South, is Christian, because Methodists are adherents of the Christian religion. The agencies of religious education maintained by the Methodist Episcopal Church, South, are engaged, therefore, in Christian education, although their activities are devoted exclusively to the field of religious education. Frequently we see the phrase "Christian Education" used, and not improperly so, to designate the work of the agencies of the Church which confine themselves to the restricted field of religious education. More often than otherwise, however, the phrase "Christian Education" has come to mean the type of general education which the Church approves and for which it stands. "Christian Education" is in this sense general education, which has at

its very heart and center religious education; and the religion which is at the center of the process of this general education is the Christian religion.

The agencies of both general and religious education are operating in every community. Every child who is brought under the influence of the agencies of religious education is also brought under the influence of the agencies of general education. Every child, in any community, who is brought under the influence of agencies of general education, ought to have the opportunities and benefits which the agencies of religious education give. The young people who are enrolled in the Church schools are also pupils in the grade schools and students in the high schools of the community; and they are the same young people on Monday in the public schools that they are on Sunday in the religious school. They are not constructed after the fashion of apartment houses, so that certain parts of their mental and moral lives have no connections with other parts. They are not divided nor split personalities. Neither are they beings with two natures with a partition between, having one side, the secular, facing toward the public school, and the other, the religious, facing toward the Church school. These young people are unities. The influences which they receive from the public school and those which they receive from the Church school flow together and mingle in their lives.

Because of the close vital relation which religious education sustains to general education, there should be harmony, understanding, sympathy, and coöperation between the agencies of religious education and the agencies of general education in every community. If there are discrepancies between the Church school and the public school, it is, to say the least of it, unwholesome for the students who come under the influence of both.

If the methods, purposes, and ideals of the Church schools of a community should be at variance with the methods, purposes, and ideals of the public schools, it would create an educational situation boding no good but much evil to the lives of those undergoing processes of development.

Workers in the public schools and those in the Church schools

need to know each other. Each group needs to know something of the methods and ideals of the other. There should be voluntary coöperation between them. Religious education, if fruitful in character building and successful in building the kingdom of God, cannot be carried on in isolation. Neither can the general education committed to the public schools be carried on successfully as a mere secular process, for the simple reason that human beings are not mere secular beings, but are souls with vast possibilities both for time and eternity. There are the very best reasons for the cultivation of understanding, appreciation, sympathy, and coöperation, between the forces engaged in religious education and those engaged in general education. It is difficult to see why the forces of religious education should hesitate for a moment to make advances toward such cultivation.

The educational agencies of the Church are of two kinds: Those engaged in Christian education—that is, in general education with the religious element at its center; and those engaged in religious education—that is, those which confine themselves to the religious field. The educational agencies of the Church that are promoting religious education exclusively are the Sunday school, the Epworth League, the missionary societies, the correspondence schools of the several general boards, the training schools, the summer schools, the pastors' schools, the departments of religious education in the Church colleges, the student foundations of State schools, and the theological schools. The agencies promoting general education are the academies, colleges, and universities of the Church. There is no contradiction of functions between these two groups of agencies. They are both working at the same great task. The task of the group working in the general education field is more comprehensive than that of the group which expends its energies in religious education alone.

From every standpoint it is greatly to be desired that these two groups work in closest harmony with each other. Nothing but loss to the Church, the country, and the kingdom of God can come from each group keeping to its own field and going its own way without regard for the field of the other and for the



plans, methods, ideals, and activities of the other. They need constantly and purposely to cultivate respect and sympathy for each other. Their aspirations should be, and I dare say are, the same, their purposes are the same, their ideals are the same. Many of the students who attend the Church school will never go to college, but on the other hand, every life committed to the care of the academies, colleges, and universities for general development has been previously brought under the influence of the Church school for religious development, and after enrollment in school or college continues under such influence.

On the part of the Church schools and the Church colleges of the Methodist Episcopal Church, South, there should be constant, purposeful cultivation of understanding, appreciation, sympathy, and good will; and the affairs of the two types of schools should be administered so as to unify their purposes and to correlate their activities.

#### APPROACH BY THE COLLEGES TO THE LOCAL CHURCH

It is a well known fact that between 85 and 95 per cent of the college-trained men and women who serve the Church as pastors and missionaries, at home and abroad, secured their training in the colleges of the Church. The same thing is true of the men in the other high places of leadership. Between 85 and 95 per cent of the bishops, connectional officers, editors departmental secretaries, professors in our colleges, teachers in standard training schools, leadership training schools, pastors' schools, summer schools, etc., received their training in Church colleges. The tremendous service which the colleges render to the Church is well known by a few people. The usefulness of the colleges would be increased many times if this information could become the common knowledge of the children in the Sunday schools, the young people in the Epworth Leagues—in fact, of the rank and file of the local Churches.

As matters now stand, the colleges of the Church have no regular, legal, avenue of approach to the Sunday schools, Epworth Leagues, and local Churches for any sort of cultivation. If there is any other great Church of the United States

## *Christian Education Magazine*

of which this is true, I do not know of it. This has been true of our Church only for the past sixteen years. The Church has not suffered from this maladjustment for the past eight years as much as it otherwise would have suffered owing to the wide publicity which the Christian Education Movement has given to the colleges by extraordinary means of cultivation. With this General Conference, the Christian Education Movement will reach its termination. By what method in the future shall the colleges reach the local Churches for purposes of cultivation? In answer to this question, the Methodist Educational Association, held February 2-4 of the current year, voted that the following method of approach be provided by the General Conference: The pastor of each Church shall observe in each congregation, and cause each Sunday school and each Epworth League under his care to observe the —— day in ——, or such other day as may be convenient, as Church College Day. Material and suggestions for the program to be used on Church College Day shall be furnished annually to each pastor by the General Secretary of the Board of Education.

As a part of the service, there shall be taken in each congregation, Sunday school, and Epworth League, an offering to be devoted to the aid of worthy students, who desire to devote their lives to some form of Christian service, to secure an education.

The pastor shall forward the money received from such collections to the treasurer of the Board of Education at Nashville; and all such moneys received shall be added to the Christian Workers' Aid Fund to be administered according to such rules as the Board may adopt, subject to the legislation of the General Conference.

The value and reasonableness of the proposed method of approach are apparent from the following considerations:

1. It is certainly the part of wisdom to make definite, systematic arrangements for the presentation to each congregation of the entire Church, at least once a year, the facts concerning the condition of the colleges and the service which they render to the Church and country.

2. The prospective students which the local Churches at any

given time may furnish to the colleges are doubtless members of the Sunday schools and Epworth Leagues. These young people should have ample opportunity to know about the colleges of the Church; where they are, what their standing in the educational world is, and what service they render.

3. The Sunday schools, Epworth Leagues, and colleges are all educational agencies of the Church. The proposed arrangement will enable these agencies to be mutually helpful and to effectively cooperate in the common task of promoting Christian education.

4. In the Sunday schools and Epworth Leagues at any given time are the future bishops, connectional officers, secretaries, pastors, missionaries, and other leaders. Is it not the part of wisdom to have full opportunity to acquaint these young people with and to point them toward the institutions in which they may receive the training necessary for their work?

5. The proposed plan will give an opportunity to inspire the young people in the Sunday schools and Epworth Leagues to secure a college education. There are reasons for thinking that this obligation has not always been discharged as well as it might have been. Is it good for an increasing number of the members of our Sunday schools and Epworth Leagues to secure a college education? If so, the Church should make full provision for inspiring them to seek this good.

Our preachers all come up out of the Sunday school and Epworth League. Recent surveys show that the educational equipment of candidates for the ministry is alarmingly deficient. I am wondering what connection this disturbing fact has with the lack of any definite method on the part of the Church to inspire these candidates while in their youth, when they were in Sunday school and in the Epworth League, with the desire to go to college?

6. This provision will put the colleges on an equal footing with other great enterprises of the Church in the Sunday school, the Epworth League, and in the local congregation. Provision is made, and rightly made, in the Sunday schools, the Epworth Leagues, and in the congregation, for the foreign missionary enterprises of the Church to reach our young people, as well as



the older people, both for purposes of cultivation and for financial aid. Under the present arrangement of things, members of the Sunday schools, and Epworth Leagues, and of the congregations, have an opportunity to know, and they doubtless do know, more about the schools and colleges of the Church in Brazil, Mexico, Japan, China, and elsewhere than they do about the schools and colleges of the Church in Alabama, Georgia, Virginia, etc. I am missionary—foreign missionary—with all my soul. But if the statement just made is true (and who will deny it?), the folly of not providing a method by which the colleges may approach the local Church for cultivation is glaringly apparent. Our foreign missionary enterprises ought to have an open way to the youthful members of our Sunday schools and Epworth Leagues, as well as to the adults of the Church. Equally so must there be an open way to all these groups for the colleges of the homeland. Nations to whom our missionaries go are saying to us: "Physician, heal thyself." To this proverb it behooves us to take most earnest heed.

#### REORGANIZATION OF BOARDS

The last General Conference appointed a commission composed of "six clerical and nine lay members" and committed to it the task of working out the details and legal requirements of a "plan for the consolidation of the General Boards of our Church," the plan to be reported to the General Conference of 1926. The General Conference recommended to the commission that in working out a plan "all the work of the Church be related under four General Boards, if feasible." The commission was instructed to publish its report "at least three months before the meeting of the General Conference." The report was published in the *Christian Advocate* of February 5, 1926.

The plan of the commission provides for merging what is now the Sunday School Board, the Epworth League Board, and the Board of Education into one Board of Education, with two departments.

In appraising the work of the commission, it is well to keep in mind just what it was commissioned to do. It was not commissioned to reorganize the benevolent and educational opera-

tions of the Church, but to work out a "plan for the consolidation of the General Boards of the Church." It is one thing to reorganize the benevolent and educational activities of the Church and quite another to consolidate the administrative agencies which are already operating in these fields.

So far as education is concerned, and taking into account the character of the task committed to it, for my part, I have no word of criticism for the work of the commission, but on the contrary most hearty commendation. The commission has sought to connect up the different fields of educational work in the Church and to bring together the several agencies operating in these fields and to place the entire field and the several agencies of education under a unified supervision. Clearly the purpose of the commission was to secure a comprehensive agency of supervision and administration which shall represent the entire Methodist Episcopal Church, South, in the promotion of Christian education as it deals with the whole range of human life as it unfolds, from infancy to the highest maturity. The thing which the commission sought to accomplish, surely all will agree should be accomplished. If the commission has not succeeded in accomplishing what was clearly their purpose their failure to do so, no doubt, may be attributed to the limitations imposed upon them in the instructions and grant of power by the General Conference. The principles and purposes actuating the commission were undoubtedly sound. With these I find myself in hearty agreement.

The report of the commission, so far as it relates to education, was before the Methodist Educational Association held February 3, of the current year at Memphis, and the following action was taken:

"The commission proposes to combine the work that is now being done by the Epworth League Board, the Sunday School Board, and the Board of Education and to place it under the superintendency of a single Board.

"*Resolved*, That we heartily indorse the principle involved in the proposed plan of the General Conference commission of reorganizing entirely the distinctively educational work of the

Church so as to unify it and to thoroughly correlate the several agencies working in the field of education."

It may be that it is not practicable to accomplish the most satisfactory way the result so greatly desired by the method of simply merging the several boards engaged in educational operations. It should be remembered, however, that this is the only method which the commission was at liberty to use under its grant of power.

That it is desirable to organize a comprehensive agency of supervision and administration which shall represent the whole Church, cover the entire educational field, and include within its supervision all educational agencies, will appear from the following considerations:

1. It will promote economy of administration. We now have three General Boards; there should be only one. Where we now have three representatives to attend the Annual Conferences, there should be only one. Now there are three treasurers; there should be only one. We now have three Annual Conference Boards; there should be only one; and so on. While there would undoubtedly be a considerable economic advantage in one organization, this I conceive to be the least of its benefits.

2. It will prevent overlapping, duplication, and friction, not only in the local Church, of which we hear so much, but also in the Quarterly Conferences, District Conferences, Annual Conferences, and the General Conference, as well as in institutes, summer schools, leadership schools, in State and regional assemblies, and throughout the whole field of educational operations.

3. It will make it practicable to provide a unified program of education for the whole Church and to adapt such program to the needs of human life from childhood up to full development. Now we have three general administrative agencies which put out three programs of education for the Church. In the very nature of the case, these programs are incomplete, partial, fractional. We are in a sense miseducating by our very agencies of education. What we need is one comprehensive program of education and, to carry out this program, we need



to entrust it to one general agency of supervision and administration.

4. It will enable the Church to relate one agency in the field of education to all others in such way that they shall supplement, complement, and aid each other. The Sunday school, the young people's organizations for study, worship, recreation, and service; training schools, leadership schools, assemblies; and the schools, academies, colleges, and universities, all, will be comprehended in this one organization; and all articulated in such fashion as to work together harmoniously; and, working together in unity, they will constitute a mighty organ by means of which the Church shall function as a great educational agency in building the kingdom of God among men.

## *The Christian Education Movement*

H. H. SHERMAN, D.D., ASSOCIATE SECRETARY

The General Conference of 1918, at Atlanta, Ga., seeing the urgent need of our educational institutions and appreciating the Church's responsibility and duty toward its youth, authorized a Church-wide educational campaign, which in due time was organized and known as the Christian Education Movement. Its objectives, briefly stated, were "to develop in the mind of the Church an adequate conception of the place of Christian education in the life of the Church, of the nation, and of the world;" "to establish strong departments of religious education in our colleges and universities;" "to recruit the ranks of those who devote their lives to the ministry, to missions, or to other forms of Christian service;" "and to lead them to an adequate preparation for the same;" "to raise at least \$33,000,000 for our schools, colleges, and universities and aid fund;" "to deepen the moral and spiritual life of our people and to promote the spirit of Christian liberality."

After careful and thorough preliminary organization the Movement made its appeal to the Church in 1920-21. Subscriptions amounting to over \$17,000,000 were reported. It has since developed that this was more than was actually subscribed in *bona fide* pledges. In some Conferences a large amount of underwritten pledges was reported for which there were no personal obligations and most of which has been uncollectable.

During the first year the amount collected and reported to the General Conference at Hot Springs, Ark., was \$1,508,433. The financial task of the Movement during the current quadrennium has been to collect the balance of these subscriptions. Many of them were deferred subscriptions, marked "payable after the Centenary." The fifth and last regular payment fell due November 1, 1925. The total amount of *bona fide* subscriptions due to date is approximately \$15,000,000, of which about \$7,000,000 has been collected. The work of collection has been carried on as diligently and as wisely as our abilities

## *Christian Education Magazine*

and opportunities have allowed. There has been no spectacular campaign, but a steady and persistent application to the task. It has been a campaign of perseverance. As was to be expected, there has been criticism of the methods and of the results. We all heartily wish that they were more nearly 100 per cent. But in view of all the circumstances, there is good reason for encouragement.

### SECRETARY-TREASURERS

Our Conference Secretary-Treasurers, who have more immediate direction of the field work and organization, are strong men and have the confidence of their brethren. It is to be doubted if there could be found thirty other men in the entire Church who would have done better than they have done, all things considered. They are entitled to the gratitude of the Church and of our institutions of learning for turning aside these years from the regular pastorate and giving themselves, in some instances at financial sacrifice, to the more or less nomadic life of a detached secretary.

In the beginning of the quadrennium the Associate Secretary worked out in the interest of economy a very comprehensive plan of secretarial combinations, which seemed promising, but in only a few cases were they approved by the Annual Conferences concerned and the appointing powers. We have, therefore, for the most part, had a secretary for each Annual Conference. There has been enough work in each Conference to keep one man constantly busy, and it has seemed inexpedient to urge further these combinations.

### UNFAVORABLE COLLECTION PERIOD

While this General Conference may be more interested in a report of results than in explanations, I feel your attention must be called to a serious handicap upon our work. During the entire quadrennium the Movement has not had a favorable time during the Conference year for making collections and getting an adequate hearing. By force of circumstances, the period assigned to it has been in October, November, and December, which is the Annual Conference period, when the



old fiscal year is being closed and the new year is being started in every congregation. Even this period has been repeatedly encroached upon by other interests and campaigns. However, we have held tenaciously to our task and have pressed on with unflagging persistence. The results have been gratifying, if not satisfactory.

## EXPENSES

The expense of carrying on has been about the usual rate in such work, the average for the quadrennium being about thirteen and one-half per cent, though for 1925 it has been only twelve per cent. Several things should be kept in mind in considering the item of expense:

1. The organization is far more than a mere collecting agency. Its work should not be judged solely on this basis. It has constantly sought to accomplish the first great objective of the Movement—namely, “to develop in the mind of the Church an adequate conception of the place and importance of Christian education.” A large part of our time and energy and money has been spent in preaching and teaching and emphasizing this much-neglected message. Our Church has lacked the background and foundation necessary to a great educational program. We have sought to supply this deficiency. Our people have not yet become educationally minded, and we have sought to make them so. It is a slow process.

2. Our organization and plans were all projected on the basis of a \$33,000,000 program, only about one-half of which was subscribed, but the expense of carrying on has been substantially the same as if the larger amount had been raised. It has been regarded as inexpedient to modify or reduce the organization and thereby cut down the overhead expenses. We could not do it without impairing our efficiency and largely diminishing our receipts.

3. Another item which should be taken into consideration also is that large amounts of “new money” have been subscribed and paid to our institutions of learning during the quadrennium, which are largely the product of the seed sowing and cultivation of the Movement. It has amounted to millions

of dollars. The Movement has had a large part in preparing the way for special financial campaigns for our schools and has made them both possible and fruitful. It will continue to bear large fruitage for many years.

#### METHODS OF PROCEDURE

In carrying on the work during the quadrennium we have sought to enlist the coöperation of all of our Church leaders and organizations. The Movement has repeatedly been laid before the College of Bishops, who have not only given courteous and sympathetic hearing, but have issued strong statements to the Church reminding our members that every interest of the Church waits upon our educational institutions and urging every subscriber to pay promptly his pledge to this Movement. The bishops in presiding over Annual Conferences have not only given an opportunity to the representatives of the Board to present the cause, but have given it unqualified indorsement and made stirring appeals in its behalf. Some of them have held district and group meetings which were attended by pastors and laymen where the cause has been emphasized and promoted.

Some member of the staff of the Board of Education has visited practically every Annual Conference each year and in presenting our educational work has made the Christian Education Movement the outstanding feature. Annual Conference Boards of Education have been met and counseled with for the promotion of this work. The Associate Secretary has attended from twelve to eighteen of the Annual Conferences each year and during the year has visited the offices of the Secretary-Treasurers where the work has been carefully considered and plans laid for its further promotion. He has traveled approximately 35,000 miles annually, reaching as often as seemed wise or necessary every section of the Church.

Each year the Secretary-Treasurers have been called together at Memphis, Tenn., when the work throughout the entire Church was carefully surveyed, problems discussed, methods suggested, and plans laid for greater efficiency in its prosecution. The heads of our institutions of learning have met

## *Christian Education Magazine*

with us, so that we have had the benefit of their experience and judgment.

The work of the Secretary-Treasurers in the Annual Conferences has been very important. They have visited the Annual and District Conferences and other Church gatherings. They have gone into our pulpits with their message and have conferred with the pastor and local collectors from time to time in regard to the work. It has been their duty to inspire and arouse and direct the collection efforts. During the special period each year they have made extraordinary appeals and have been unusually active. They have sought by various methods to enlist the hearty coöperation of the presiding elders and pastors, many of whom have responded gladly to the call. In addition to the field activities, there has been a great deal of office work with a multitude of details requiring constant attention. Statements and appeals have been sent to delinquent subscribers, so that every one has had every year one or more statements showing the amount of his pledge and the amount due. This has been supplementary to the direct personal solicitation by the local collector.

### PUBLICITY METHODS

As stated above, we have employed no spectacular methods, but we have constantly sought to keep our cause before the Church through the printed page as well as by the oral message. The *Christian Education Magazine*, which is issued quarterly by the Board of Education, has been devoted largely to the promotion of this work, except the May number, which is the Yearbook number. It is mailed to bishops, connectional officers, pastors, and members of Boards of Education, collectors, and other leaders in our educational work. About 22,000 copies have been sent out each quarter. The Church press has been used to a large extent in its advertising columns and in news items and articles. The Secular Press Bureau has given valuable assistance in the publicity work. The following leaflets have been circulated in large quantities throughout the Church:



## *Christian Education Magazine*

"What's What in the Christian Education Movement."  
"The Christian Education Committee in the Local Church."  
"The Bishops' Message on the Christian Education Movement."  
"The Nation's Need." "Why Did You Do It?"  
"The Christian's Financial Creed." "All's Well When It Ends Well."  
"I Will Pay My Vows." "Why Don't You Go to College?" "Dictate Your Own Terms."

### CHURCH COLLECTORS

The local Church collector has been an important and indispensable factor in our organization. Where he has been active and efficient, the work has gone on well. Where he has been neglectful or unbusinesslike, the results have been disappointing. We have, therefore, continually sought to build up and maintain an efficient corps of local collectors. In some Conferences we have succeeded reasonably well, in others we have partially failed, to the serious loss of the Movement. The most important work the pastor can do in this Movement is to see that an efficient and diligent collector is appointed and to inspire and help him in doing the actual work of collecting. The objective never to be lost sight of has been to see that every subscriber is called upon, repeatedly if necessary, and in a tactful, courteous way urged to pay his pledge promptly.

### SPECIAL PLANS

As we have prosecuted this work we have sought to enlist the coöperation of our institutions of learning. Many a subscriber has been willing to pay his pledge at once and in full if it is allowed to go to an institution in which he is specially interested. To meet special emergencies confronting several institutions the other institutions that share in the proceeds in an Annual Conference have temporarily waived their rights. This has enabled us to relieve the distress of some of our schools and to stimulate greatly the payment of pledges by those who are specially interested in a particular school. We have found that a personal representative of an institution has unusual

## *Christian Education Magazine*

appeal to our subscribers. We have also in some sections of the Church, notably in Texas, allocated certain territory to each of the several institutions, and their representatives have gone into the field and helped make collections. This plan has brought good results.

### TENNESSEE PLAN

In the Tennessee Conference another plan has been adopted which so far has worked well. The services of a Conference Secretary-Treasurer have been dispensed with and instead District Secretaries have been appointed by the bishop, after counseling with the presiding elders. Persons especially suited to this work by experience and gifts have been selected, and they do it in addition to their regular work as pastor. The results so far have been very gratifying, both as to amount of money received and the percentage of cost involved. It is more than likely that this plan will be employed in other Annual Conferences.

### AUDITING

It was found that the full time of an auditor was not needed after the several Annual Conference offices had been set up and the Secretary-Treasurers instructed as to methods of book-keeping and office details. Accordingly, the services of a full-time auditor were dispensed with, and one has been employed for only two or three months each summer. The Associate Secretary has audited the books where the regular auditor did not go and has also checked in new secretaries where changes were made. We have effected a substantial saving in this way without sacrificing efficiency.

### SUMMARY OF RESULTS

There are many products, directly and indirectly, of the Christian Education Movement that can never be tabulated. Some of them are among the imponderables and intangibles, but nevertheless very real and far-reaching. However, it may be worth while to give a brief summary of some of the results more or less patent.

1. There has developed a unity in our educational work which has not hitherto existed. Our institutions and our educators have appreciated that they are comrades in a common cause; that their success lies in coöperation not competition.

2. Our Church membership has become more educationally minded, though it is still far from what it should be. The task has just begun. We must keep everlastingly at it. We must not rest or be satisfied until the entire Church has been convinced and conquered by an adequate realization of the importance and place of Christian education. The foundation has been laid for an enduring educational structure for the Church.

3. The Movement has profoundly impressed our secular education with the supreme importance of putting the emphasis upon character building and moral values and not merely on the acquisition of knowledge. The leading educators in many of our State schools are opening doors of opportunity to the Church and calling loudly for help in supplying this indispensable element in education, which they are conscious has been hitherto largely neglected.

4. Not the least result of the Movement has been that our own Church schools have been brought face to face with their task in a new and larger sense and have come to see it more clearly than ever before. Dr. W. S. Atherns says: "The Church school must be redeemed for the Church." So far as this redemption has been necessary in our Methodism, the Christian Education Movement has made a valuable contribution to this end. Our institutions have been placed in the limelight, and the searchlight has been turned upon them. A scrutinizing survey has been made of their work, their aims, their methods, their ideals, their atmosphere, their faculties, and their students, with the results that additions, modifications, and eliminations have been made that they may the more fully accomplish the ends for which they exist. They are making, and must ever make, satisfactory answer to the searching inquiry, "What do ye more than these" secular institutions?

5. The Movement has largely relieved the long-standing dearth of ministers and laborers in the various forms of Christian



## *Christian Education Magazine*

service and is making a valuable contribution to a better-trained, more efficient, and more consecrated corps of workmen "who need not be ashamed."

6. The increase in our educational statistics since the Movement began is both surprising and inspiring. In round numbers the student body has increased from 20,000 to 30,000. The total value of school property, equipment, and endowment has increased from \$30,000,000 to \$90,000,000. This includes the gift and the legacy of the late Mr. J. B. Duke, to Duke University, which are estimated at \$40,000,000. The numbers of teachers has increased from 1,300 to 1,900. Our ministerial students have increased from 800 to 1,500. The annual receipts from the assessments for education have increased from \$370,000 to \$500,000. Our people are beginning to think in larger terms educationally. They are learning that we cannot build and endow and operate colleges with funds received by passing the hat for a collection. This in itself is no small achievement.

7. The Movement has collected to date on the regular pledges about \$7,000,000. This has meant for our schools increased endowments, new buildings, old debts paid, new departments established, and more teachers with more adequate salaries.

8. The Movement has also prepared the way for and co-operated in special campaigns in behalf of many of our schools. In addition to the payments on regular pledges, many gifts, both large and small, have come from those who did not make pledges when the Movement was on. Notwithstanding the fact that during the last few years a positive antipathy against drives and campaigns has developed, these special efforts are succeeding to a remarkable degree. Millions of dollars are being subscribed in this way and paid to our institutions of learning throughout the Church. Our people are slowly coming to believe in Christian education.

### COMPLETING THE WORK

We have no other thought than that this work should be continued and prosecuted vigorously until every dollar collectable has been paid. The moral fiber and integrity of our people

demands this no less than the urgent needs and growing opportunities of our schools. We hope it will be your pleasure to make provision for its continuance about one year longer than the five-year period. A favorable time should be authorized and set aside for a final effort to complete the task. It is preëminently important that the time thus fixed upon be kept free from invasion or encroachment by other special interests and that ample opportunity be given to secure and hold the interest and attention of the Church to this one cause. To extend the time to December 31, 1927, and set apart the period from November 1, 1926, to March 1, 1927, would probably meet best all the conditions. After the Annual Conferences of 1927 the Movement, as a Movement, claiming the interest of the Church at large, would cease. Provision should be made for handling any valuable subscriptions uncollected. It would probably be best to turn them over to the several institutions to be handled as a purely personal matter between the subscribers and the schools.

## *Department of Ministerial Supply and Training and Life Service*

R. H. BENNETT, SECRETARY

THROUGH a disordered world that in many things has lost its way, our Church has moved with steady progress during the quadrennium. Four years ago we were at the full tide of our great new movements for missions and education. We have gone continually forward since that time. In some respects the quadrennium now closing has been the best that our Church has known. This is true of our educational work, of the condition of our ministry, and of life service in general. Grave responsibilities have been met by our membership with hard work and earnest prayer with the result that our Church has annually advanced her banners.

Life service is a vital element of Christian education. Hence our Church by its law has provided for this department under the direction of the Board of Education. Southern Methodism was a pioneer in this field. The department is twenty-four years old, established by order of the General Conference of 1902. Marked success and constant enlargement have attended its career. The department began with the founding of the Correspondence School for our young preachers. Four years later the General Conference of 1906 enlarged the department to include a general promotion of the efficiency of the ministry, including the securing of recruits for the same. In 1914 the activities of the department were still further widened and the secretary requested to give at least one-half of his time to field work. In 1918 the General Conference thought well enough of the work of the department to make compulsory on all undergraduate preachers the taking of their studies in one of the Correspondence Schools (this General Conference, at the request of the department, gave the students west of the Mississippi to the Correspondence School at Southern Methodist University), or at a preachers' institute. This General Conference also charged the department with the work of caring for Methodist



students in State and independent institutions. This work, however, has since been assigned to the new department of religious education. When the Christian Education Movement was launched, the department was requested to extend its activities to include all life service and to head up the life service work of the Church. The objective of this great campaign of five thousand volunteers for life service was more than realized. It was a wonderful response of our young people; and since that time the recruits have steadily continued to come in, until a total of 7,636 have been received. The following General Conference of 1922 confirmed this enlargement of the department to cover all life service work and provided for it as in the Discipline. (Discipline, paragraph 453.)

The years 1918 and 1919 marked the lowest ebb in our supply of preachers. This was due to the demoralization of the World War and the calls of the army for chaplains and kindred workers. With other Churches, our own suffered at that time a net shortage in the number of preachers. But with the readjustment and the reaction since the war, the pendulum swung the other way, and for six years past the supply of preachers has been on a rising tide, until at present some of our Conferences are full.

The secretary's labors have followed the directions of the Discipline. This has included the platform work of the Christian Education Movement and Christian education in general, promoting the interests of our colleges, the rounds of the Annual Conferences, the visitation of schools, colleges, conventions, and assemblies, the administration of the several loan funds among many applicants, the publication and circulation of a number of pamphlets among our volunteers, the office correspondence and cultivation of several thousand volunteers assigned to our care, the Correspondence Schools at Emory University and at Southern Methodist University, the ten preachers' summer institutes giving the undergraduate courses of study, and a heavy office correspondence growing out of the activities above mentioned. Time has been found also to hold from one to three revival meetings a year in our colleges in which the Lord has blessed us.

## *Christian Education Magazine*

It is gratifying to be able to report a decided advance in every activity committed to the department.

### OFFICE RECORD

The office record for the four years shows over 200,000 miles traveled, 843 sermons and addresses delivered, over 200,000 young people addressed on life service, 24,338 letters and cards received, 65,150 letters written, of which 14,611 have been individual letters, 116,500 pamphlets sent out, and 118,500 pamphlets printed.

### THE VOLUNTEERS INCREASE

The wonderful response of 5,000 of our young people in enlisting for Christian life service under the Christian Education Movement continues. During the past four years 2,336 new names have been added, making a total to date of 7,636. Of these 1,379 are for the ministry, 249 for foreign missions, 146 for home missions, and 562 various or undecided. Surely it is a time for renewed and devout thanksgiving. Let it be ever remembered that God alone calls men to service. A fervent, evangelistic, witnessing Church is the parent of preachers. Genuine prayer under God summons men into the ministry and other lines of service. This is our Lord's method: "Pray ye the Lord of the harvest, that he will send forth laborers into his harvest." No one knows where the line runs between the divine and the human will. We work and sow the seed. He gives the increase; and he as surely uses human means to call men to service as he does in their conversion. And while we are jealous of his prerogative, we are not only permitted but required to supply the human element in their call. And this is not to be done by any machine-made vocationalism, but by giving facts and exhortation that men and women may discover God's life plan for them. This department is the only activity in the Church presenting specifically the Christian ministry to our young people. It is a vital work and has been singularly blessed of God. A number of young men refresh my soul from

## *Christian Education Magazine*

time to time by writing or telling me that they decided to answer God's call to the ministry under the influence of a sermon or address of mine on that subject. And I like to think that there is a larger number of similar cases who do not write. We are still working under the plan adopted by the boards of the Church during the Christian Education Movement by which plan the names of volunteers are to be distributed by our office for cultivation to that board for whose work the volunteers express a preference. The precollege group is cultivated through the Epworth League office by the coöperation of the four Church boards interested. Dr. D. L. Mumpower, along with his other duties, is discharging this task.

### MANY NEW PREACHERS

The number of preachers received on trial by our Church is as follows: 262 in 1922, 340 in 1923, 300 in 1924, 308 in 1925. Total for the quadrennium, 1,210.

### NUMBER OF SUPPLIES DECREASING

The number of supplies used by our Church some years ago was over 1,200. In 1921, 863; in 1922, 868; in 1923, 809; in 1924, 744; in 1925, 718.

### TWO-THIRDS RULE—HAVE WE TURNED THE CORNER

The abuse of the rules by which an Annual Conference by a two-thirds majority may admit a man of deficient education is another feature of our work in which we have made progress.

In 1922 we admitted under this rule, 22; in 1923, 37; in 1924, 34; in 1925, 29. The rule is advisable, but only in really rare cases. Its abuse, however, has grown common, and the effects are damaging to our ministry and to our Church. With the average of education and intelligence rising in the pew, it should correspondingly rise in the pulpit, and not fall. This statement needs no argument. And the figures are showing a steady improvement.

### MORE PREACHERS MASTERING THEIR STUDIES

Of late years a regrettable, if not alarming, condition has developed by which a large number, at one time nearly one-



third, of all our undergraduate preachers either fail in their studies or do not appear before the committee. I am glad to note a steady improvement in this situation upon which our bishops, Conference committees, colleges, Conference educational secretaries, and others have been at work.

In 1922, out of 1,310 undergraduates, 407 failed; in 1923, out of 1,591 undergraduates, 335 failed; in 1924, out of 1,684 undergraduates, 331 failed; in 1925, out of 1,405 undergraduates, 292 failed.

All honor to the North Carolina Annual Conference in that at the 1925 session without one single exception every undergraduate preacher passed in his studies! May our other Conferences speedily attain that honorable eminence.

#### CORRESPONDENCE SCHOOLS

Our two Correspondence Schools at Emory and at Southern Methodist University have both done excellent work, and they are arms of power in the making of an efficient ministry. Dr. W. J. Young at Emory and Dr. P. B. Kern at Southern Methodist University are the efficient directors.

The Extension School for Pastors at Southern Methodist University continues its good work. It is another valuable element in the making of an efficient ministry.

#### PREACHERS' INSTITUTES

These are another useful factor in the education of our ministry. The last General Conference directed that the preachers' institutes giving the Conference Courses of Study must have the indorsement of the Board of Education before their credits can be accepted by an Annual Conference Examining Committee. The required conditions have been prepared and the following institutes are on the approved list: Alabama and North Alabama; Alabama, Louisiana, and Mississippi; Texas, Central Texas, North Texas, Northwest Texas, and West Texas; East and West Oklahoma; Holston; Missouri, St. Louis, and Southwest Missouri; North Carolina and Western North Carolina; Tennessee and Memphis; Western Virginia.

## *Christian Education Magazine*

The best results are obtained by those preachers who patronize both the Correspondence School and the Preachers' Institute.

### STUDENT AID FUNDS

The greatest obstacle to securing a better education in many cases is lack of means. To meet this need a million-dollar Aid Fund was set as one of the objectives of the Christian Education Movement. Only the interest of this fund is used. We have been able to dispense during the four years to our students from the several funds, \$39,892. It is devoutly hoped that our subscribers will hasten their payments to this fund and thus lift the level of usefulness of many a young life.

### EXHIBIT OF OUR MINISTRY

In accordance with the request of the Board of Education, we have prepared by questionnaires during the past year a full exhibit of the ministry of our Church. This has meant a great deal of hard work for eleven months, and I feel that special appreciative mention should be made of our office secretary, Miss Nina Smartt, for her extended and intelligent labors in connection with this achievement.

The interesting summary follows. The questionnaire went to all our English-speaking preachers holding membership in Conferences in the United States. Number of questionnaires sent out, 7,600. Number of preachers replying, 4,634.

### STATISTICS GATHERED FROM PREACHERS OF THE METHODIST EPISCOPAL CHURCH, SOUTH

1. Average age when joined Conference by decades: 1870 to 1879, 23 years; 1880 to 1889, 25 years; 1890 to 1899, 26 years; 1900 to 1909, 28 years; 1910 to 1919, 26 years; 1920 to 1925, 24 years.
2. Present average age: 49 years.
3. Married: Yes, 97 per cent; no, 3 per cent.
4. Married before or after being received on trial: Before, 47 per cent; after, 52 per cent; no reply, 1 per cent.
5. Born: Country, 80 per cent; village, 8 per cent; town, 8 per cent; city, 4 per cent.

## *Christian Education Magazine*

6. Reared: Country, 75 per cent; village, 8 per cent; town, 11 per cent; city, 6 per cent.

7. Father's occupation: Farmer, 65 per cent; minister, 10 per cent; merchant, 6 per cent; various, 19 per cent.

8. Parents Christians: Yes, 96 per cent; no, 4 per cent.

9. Denominations of which parents were members: Methodist Episcopal Church, South, 81 per cent; Baptist, 9 per cent; Presbyterian, 5 per cent; Catholic, 4 per cent; Various, 1 per cent.

10. Family prayers in home: Daily, 57 per cent; irregular, 27 per cent; none, 16 per cent.

11. Forbears or relatives ministers or missionaries: Yes, 56 per cent; no, 44 per cent.

12. Attended Sunday school before joining Church: Yes, 94 per cent; no, 6 per cent.

13. Baptized in infancy: Yes, 55 per cent; no, 45 per cent.

14. Average age joined Church: 15 years.

15. Conversion: Sudden, 55 per cent; gradual, 45 per cent.

16. Converted in or at time of revival: Yes, 75 per cent; no, 25 per cent.

17. Human agency in conversion: Parents, 50 per cent; pastor, 15 per cent; sermon, 5 per cent; revival, 9 per cent; Sunday school, 7 per cent; various, 14 per cent.

18. Average age when called to preach: 15 years. (Three per cent were called under 13 years of age.)

19. Called before or after conversion: After, 65 per cent; before, 35 per cent.

20. Church work done before call to preach: Various, 62 per cent; none, 38 per cent.

21. Ever led a soul to Christ before entering ministry: Yes, 62 per cent; no, 38 per cent.

22. In school or college when called to ministry: Yes, 31 per cent; no, 69 per cent.

23. Human agency in call: Parents, 23 per cent; pastors, 21 per cent; revival, 9 per cent; sermon, 6 per cent; Sunday school, 6 per cent; various, 13 per cent; none, 22 per cent.

24. Time in deciding call: Immediately, 9 per cent; 1 month to 1 year, 13 per cent; 1 year to 5 years, 38 per cent; 6 years to 20 years, 40 per cent.

25. Nature of call to preach: Inner conviction of divine call, 95 per cent; various, 5 per cent.

26. Obstacles in way of decision to preach: Education, 40 per cent;

## *Christian Education Magazine*

finance, 11 per cent; preferred other work, 11 per cent; age, 1 per cent; various, 37 per cent.

27. General educational statistics: Number receiving elementary education, 31 per cent; secondary school graduates, 22 per cent; number receiving college training, 22 per cent; college training graduates, 11 per cent; number receiving theological training, 10 per cent; theological training graduates, 4 per cent.

28. Other educational advantages: Conference course, 14 per cent; general study, 50 per cent; teaching, 9 per cent; none, 27 per cent.

29. Private study done to make up deficiencies in education: Special courses, 8 per cent; correspondence course, 49 per cent; general study, 15 per cent; none, 28 per cent.

30. Source from which college expenses were paid: Worked, 58 per cent; parent, 18 per cent; loans, 19 per cent; income, 5 per cent.

31. Purpose to preach deepened or hindered by school life: Deepened, 83 per cent; hindered, 5 per cent; neither, 12 per cent.

32. Person or things which helped most in school life: Teachers, 47 per cent; association, 28 per cent; pastor, 8 per cent; parents, 7 per cent; books, 3 per cent; various, 7 per cent.

33. Encouraged or discouraged to attend college and seminary: Encouraged, 62 per cent; discouraged, 22 per cent; neither, 8 per cent; both, 8 per cent.

34. Number of years in completing Conference course of study: Four years, 73 per cent; more than four years, 28 per cent.

35. Doing special study at present: Yes, 87 per cent; no, 13 per cent.

36. Most valuable factor in ministerial preparation: Bible, 20 per cent; prayer, 12 per cent; friends, 8 per cent; Conference course, 8 per cent; various, 52 per cent.

37. Advice, help, or information needed in life not received: Education, 51 per cent; advice of older preachers, 23 per cent; financial, 15 per cent; sympathetic understanding, 11 per cent.

38. Suggested helps our Church, colleges, etc., can give young preachers: Loans, 63 per cent; encouragement in various ways, 18 per cent; more consecrated teachers, 12 per cent; books, 6 per cent.

I recommend that the General Conference consider the following:

1. Emphasize the stressing by pulpit, college, Epworth League, Sunday schools, and other agencies of the life service call.

2. Stress the importance of the annual sermon on the claims



of the Christian ministry required by the Discipline in every pulpit.

3. Raise the standard for admission on trial to include two years of college study.

4. Consider how best to avoid the abuse of the two-third majority rule for admitting into Annual Conferences men of deficient education.

5. Consider the establishing of a special school, or a departments at our present colleges, where preachers who have not had proper early scholastic advantages may study Methodist doctrine, polity, methods, and spirit and get the much-needed equipment for the work of the ministry.

## *Department of Religious Education*

J. MARVIN CULBRETH, SECRETARY

### HISTORICAL

The phase of the Board's work whose growth is here reported was foreshadowed in the General Conference of 1914. At that time departments of religious education for all Church colleges were authorized and mention was made of the desirability of entering the field of State education. An effort was made to encourage the latter by the enactment in 1918 of a measure providing for the organization of Annual Conference commissions through which religious work in State schools could be undertaken. This enfranchisement proved a "dead letter." Religious education as a specialized function of the Board of Education was authorized by the General Conference of 1922.

The Board of Education in 1922 adopted a resolution which, in the light of subsequent discussion, stands out as a truly remarkable enactment. Apparently without a dissenting vote, the Board placed upon record its "deliberate and positive conviction that moral and religious instruction should be given in every department of the public school system of our country—primary, grammar, and high school grades, colleges and universities—such instruction to be given without cost to the State if necessary, in the lower grades, and to be offered as optional courses in colleges and universities, such optional courses, when completed, to be given equal credit with other courses of equal intellectual and cultural value."

The Executive Secretary of the Board entered into correspondence with numerous leaders of education in Church and State. The apparent result was that Churchmen opposed the suggestion, while State opinion was encouraging.

In 1923 the Board of Education set aside \$10,000 for religious work in State institutions of learning, provided for the interim election of a Secretary of Religious Education, and directed the Executive Secretary to arrange a conference on

## *Christian Education Magazine*

religious education at Lake Junaluska during the summer of 1923.

Realizing the necessity of building up strong departments of religious education in our Church colleges, the Board of Education in 1924 set aside \$1,000 to make possible a meeting of professors of religious education some time during the year; directed the Department of Religious Education to make a survey of the progress of religious education in our Church schools; and appropriated \$2,000 for a number of Bible conferences to be held at such places as might be adjudged desirable.

### THE DEVELOPMENT OF A PROGRAM

#### *I. Religious Work in State Institutions of Learning*

1. *Appropriations.*—In 1923, as indicated above, the Board set aside \$10,000 for religious work in State schools. Increased to \$15,000 in 1924, the amount made available for the scholastic year 1925–26, was \$18,000. This sum has been allotted as follows:

Alabama.....	\$2,800 00
University of Alabama.....	\$1,250
Alabama Polytechnic Institute.....	1,250
Montevallo College for Girls.....	300
Arkansas.....	1,750 00
University of Arkansas.....	1,250
Arkansas State Teachers' College.....	500
Arizona, University.....	1,300 00
California, University.....	1,000 00
Florida (suspended), University.....	650 00
Kentucky, University.....	1,000 00
Louisians, University.....	1,000 00
Mississippi.....	1,300 00
University of Mississippi.....	400
Mississippi Agricultural and Mechanical College	600
Mississippi Normal for Women.....	300
Missouri, University.....	1,000 00
North Carolina, University.....	1,000 00
Oklahoma, University.....	1,000 00
Tennessee (susp.), University.....	666 66
Texas.....	2,960 00
University of Texas.....	1,300

## *Christian Education Magazine*

State Teachers' College, Alpine.....	\$ 300	
State Teachers' College, Denton.....	1,000	
Sam Houston Normal, Huntsville.....	360	
Virginia.....	\$	500 00
Virginia Polytechnic Institute.....	250	
Washington and Lee University.....	250	
<hr/>		
Total Appropriated.....	\$17,926	64
Balance.....		73 36
<hr/>		
Total.....	\$18,000	00

2. *Methods of Work.*—If diversity of effort is a virtue, then our work in State schools should be richly productive. The appropriations enumerated cover a number of items, from providing an occasional dinner for students to maintaining an honorable professor in an important chair. Some of the money goes for stenographic and clerical assistance to pastors, some to supplement the all-too-meager salaries of competent preachers who could not otherwise be held in college Churches, some to the support of special workers among students for whole or part time. Part-time men are usually upper classmen or graduate students of approved ability and outstanding character who assist the pastor in looking after the students under his care. The full-time worker is usually called a student pastor. He sustains a definite relation to the Church that ministers most directly to the university or college. The less frequent type of worker is the Bible chair professor, who gives all his time to classroom activities. There is a single instance of a professor of Church history in an interdenominational Bible college.

Baffling difficulties surround the employment of part-time workers. The experiments made in this direction are not reassuring.

The student pastor holds a position which success renders precarious. Unless he is associated with a pastor of uncommon generosity, his very abilities prove a handicap. They also encourage his removal by the appointing power to a larger field of service. His tenure is, therefore, doubly uncertain.



Since April, 1924, of the thirteen student pastors at that time employed, only four remain. In two years nine have gone out. Student work cannot be done successfully by a migratory ministry.

Examples of the four types of work may be cited:

At the Agricultural and Mechanical College of Mississippi a part-time worker is employed at a cost to the Board of \$600 a year.

At the University of Arkansas a student pastor has served two years with high acceptability. His duties as director of student religious activities have been supplemented by teaching Bible six hours a week in the University. The cost to the Board is \$1,250 a year.

At the University of Texas the Methodists of the State maintain a Bible chair. It is one of six separate denominational attempts to make the religious appeal effective. The demands of university work and the rising tide of sentiment in favor of coöperation have caused the six religious instructors to form the Association of Religious Teachers. As Christian individuals they are seeking the unity of action which their respective Churches have not been wise enough and unselfish enough to decree.

Your Board gives \$300 a year to the support of the Methodist Bible chair. The man who occupies it is completing his sixth year. He is in high favor, as is shown by the enrollment of 500 students in his courses. His tenure may be prolonged indefinitely. Your Board pays to the student pastor connected with the local Church \$1,000. A man of excellent attainments and unusual abilities, he is looking forward to a change of work at the end of this year. Would it not be the part of wisdom to make the appropriation to the Bible chair next year \$1,000 and to the student pastor \$300?

The University of Missouri affords the only example within our territory of a coöperative Bible college. It was founded by the Disciples. The charter provides, however, that any denomination may have a part in the college on terms of equal advantage. The Congregationalists first, then the Presbyterians, U. S. A., and recently our own Church, have each placed

a full-time professor on the faculty of the College. The settled employment of a full-time professor gives a denomination the right to have a representative on the Board of Curators of the College. Every additional professor entitles the denomination to an additional curator. The investment of money in endowment, or in additional buildings, also carries with it larger representation on the board. We appropriate to the Bible College in Missouri \$1,000 annually.

The University of Kentucky refused to grant credit for courses in religion taught by our student pastor at First Church, Lexington. The authorities feared a repetition of the history of religious work at the University of Texas. In January, however, a majority of the denominations concerned reached the decision to establish a Coöperative School of Religion in connection with the University. The President and the Dean of the Department of Education sat on the committee that considered the matter. Unquestionably the enterprise will have the hearty and practical support of the University.

The Bible chair, or Department of Religious Education, is, in my opinion, the position of strategy for this board to desire in State institutions. It is definitely and vitally integrated with the process of education in a way which can never be true of the local Church and the local minister. It lifts religion to an equality of interest and dignity with the sciences, literature, art, and philosophy. It offers a permanent relationship with the university. A professor is not subject to the appointing power as a pastor must be. It enables the Church to develop experience and to accumulate resources vital to the success of ministering to the steadily changing personnel of a student body.

3. *Policy*.—The *position* of this Board, as declared in resolutions passed and by the adoption of certain findings of the Conference on Religious Education, logically and wisely commits us primarily to the educational approach for State institutions rather than to the pastoral method.

In addition to the striking resolution quoted above, this Board, at its meeting in 1924, adopted the Findings of the Junaluska Conference of 1923. They are as follows:

"We believe that the moral and religious are equally as important elements of human nature as are the physical and the intellectual, and therefore the State should openly and positively recognize the necessity for a thorough moral and religious training and should coöperate in securing such training as far as the constitutions and the laws of the several States of the nation will permit. . . .

"We believe that even greater emphasis should be placed upon the dignity and the responsibility of the teaching profession, and that State, Church, and private normal schools, colleges, and universities should stress even more strongly the moral and religious elements necessary in the character development of those who are to teach by example as well as by precept the young life of the nation. . . .

"We believe that optional courses in religious education should be furnished in all higher institutions of learning, both of Church and of State, and that special emphasis should be placed at the present time upon the preparation of an adequate number of men and women to devote themselves to the work of religious education, and we believe that a peculiar responsibility rests upon the Church to train such workers in its own institutions."

Moreover, the *function* of this Board lies distinctively in the field of education rather than in that of pastoral oversight. To attempt to make permanent a form of service over which it can exercise no sustained supervision is to invite defeat in its well-chosen purpose to aid the promotion of religion in connection with State education.

Fidelity to its primary function as an educational agency and to its declared emphasis upon the educational approach will involve this Board in coöperation with other Churches in the field of State education. Without regard to sister denominations, student pastors may be employed, but the moment a professor of Bible or religious education is proposed, the rights and duties of other Churches becomes a consideration of the greatest importance. The pastoral field is definitely partitioned among the denominations, but the classroom of a State university belongs to all the people.

Many additional reasons might be urged for coöperation with other religious agencies in promoting the teaching of religion in State institutions. One of arresting significance is that State school leaders, and many Church leaders as well, consider it essential to efficiency and permanence. True, in a few instances, denominations moving independently have been permitted to place instructors in State institutions, but this door of approach has been jealously guarded in most of the schools supported by the State. On the other hand, liberal inducements are held out to the Churches to enter the field of State education on the basis of equal coöperation.

Another major reason for coöperation is that only in this way can an adequate plan of religious education in State institutions be financed. No single denomination can at the same time maintain its own schools and provide religious instruction on a worthy scale for its students in State institutions of learning. The Churches cannot afford to discredit religion by shoddy equipment and inferior teaching in State school centers. It is the part of wisdom, therefore, for them to agree to support religious instruction in State institutions by co-operative effort.

## *II. Secondary Schools*

The Board's stated policy, as well as the Findings of the Junaluska Conference quoted above, commit this organization to the principle that "moral and religious instruction should be given in every department of the public school system of our country." Certain leaders in religious education take issue sharply with this conclusion. On the other hand, many leaders in State education are friendly to the suggestion and are ready to coöperate in any practical scheme for carrying it out.

In the fall of 1925 a questionnaire was sent out from the office to 2,500 leaders of State education throughout the United States. The list included university and college presidents, superintendents of public instruction, and public school teachers. Twelve hundred replies were received. Of these, six hundred were unfavorable to religious instruction in the public schools; four hundred were favorable; and two hundred



were doubtful. But among the six hundred who expressed dissent, a very large number, in effect, placed themselves precisely in the "doubtful" division, for they shared with the two hundred who reported themselves undecided, the fear that sectarianism would defeat any plan attempted; if this hindrance could be disposed of, the end might be achieved.

Hostility to the proposal buttressed behind the arguments of (a) the separation between Church and State; (b) the relentlessness of sectarianism; (c) the impropriety of putting Bible study on a credit basis; and (d) preference for the parochial system of religious instruction.

Those who registered approval frankly recognized these identical difficulties, but expressed the conviction that they could be, and were being, overcome.

In urging the policy which it has prophetically avowed, the Board of Education may be guided by a few obviously fair and constructive principles:

One is that the Church cannot claim a corner on religion. Many agencies not formally religious are nevertheless permeated with religious idealism. Priestcraft, clericalism, professionalism—whatever values they may have represented in the past—cannot to-day validate any claim to a monopoly in the diffusion of religious knowledge and the development of religious character. The body of believers, called the Church, have in a surprisingly practical fashion fulfilled Jesus's idea that they should be the "salt of the earth," "the light of the world." Their saving influence has extended far beyond the limits of traditional organizations and stated authority. The Church should be glad that it has released influences so vital that they are able to survive and affect human life without the direct supervision and control of ecclesiastical machinery.

The second guiding principle is full recognition of the religious resources that exist in the public school system and the decision to coöperate in developing them *in their natural environment*. It is admitted that most of the officers and teachers of our public schools are in fellowship with some religious body or other. It is also true—a fact too little appreciated—that the curriculum of public education contains elements which

are indisputably religious in their character and effect. This applies to the formal content of the curriculum and also to its wider expression in associated activities.

The third principle is the wisdom of inaugurating a policy of coöperation with all other religious bodies, a policy aggressively planned, generously arranged, and patiently pursued until unity in religious work becomes as practically effective as unity in our civic life.

And, last, it is the duty of the Church to show that separation of Church and State as distinct entities does not mean their divorcement in the task of building up a righteous citizenship, which is plainly a duty common to both.

### *III. Religious Education in Church Colleges and Universities*

The development of a highly specialized form of education had to come about before the Church began in earnest to magnify its peculiar responsibility to make education religious. Somewhat slowly Church schools have consented to alter the curriculum to include Bible and distinctively religious subjects on a parity with the material of general education. That we have still a long road to travel is clear from the fact that some colleges do not yet employ a full-time professor in religious education. It is true, also, that stubborn difficulties are in the way of developing a curriculum which can be fitted into the requirements of the several educational associations. Add to these discouragements a dearth of teachers of sufficient training to take up the work already provided for, not to speak of that which ought to be undertaken, and the outlook is not wholly satisfactory.

The value of the curriculum of religious education as used in our Church schools was disclosed by a survey undertaken by this department at the request of the Board of Education in 1924. Only seven colleges offered as many as twelve session hours in religious education, inclusive of Bible study, for credit toward a degree. The Boston University School of Religion requires fourteen hours in Bible and eight in religious education. This comparison serves to show how distant our foremost colleges are from the goal of adequate emphasis upon religious

## *Christian Education Magazine*

education. The very backward colleges offered from six and a half to nine session hours of study. All the colleges required Bible of some or all students.

In twenty standard colleges and our two universities forty-five professors give full or part time to religious education; and thirty-five professors offer subjects which may be considered as material of religious education. Of these eighty teachers, seventy-seven have the A.B. degree; only a few have graduate degrees. It is clear that higher attainments in scholarship must be required if religious education is to be put on a parity with other departments in our universities and colleges. It has been shown, also, that the curriculum must be improved in order to lift it to the standard of university and college grade. At the February meeting of the Methodist Educational Association, the section on religious education elected a committee of five professors to work with the Joint Committee of the Sunday School Board and the Board of Education for the purpose of arranging a curriculum that will meet the increasingly exacting demands of a better-informed constituency.

There is a problem of religious education that ought to receive more attention in our Church colleges—namely, the question of religious activities. Under the leadership of student pastors and special workers of one kind and another, Methodist students in State institutions enjoy advantages that are too seldom found in connection with colleges supported by the Church. If the presence of two or three hundred Methodist students in a State school justifies the Board of Education in helping to finance an effective leadership on their behalf, why should not this Board assume some responsibility for directing the religious activities of students in our own schools? Any useful scheme of religious training demands arrangements for laboratory experiments in practical projects of community service. Shall our colleges be encouraged to add to the formal content of religious instruction the discipline of specialized associated activities?

### *IV. Cultural Agencies*

A fourth phase of the work of the department of religious

education is the extension of its benefits through certain cultural agencies.

The first of such agencies authorized by the Board was the Bible conference. The justification for this departure lies in the dangerous ignorance that exists concerning the Bible, the industrious diffusion of inaccurate statements about the Bible, and a need for a rational evaluation of the living messages of the Book. The historical approach to the meaning of the Bible is the one which the Board is interested in presenting. The spiritual appropriation of its message is the result which the Board is interested in securing.

The method of conducting a Bible conference commends itself for its simplicity. A lecturer is engaged to give a series of addresses in a town or city or at a summer conference. The schedule is determined locally. It usually provides for two lectures a day for a full week, including two Sundays. The expenses of the lecturer and a moderate honorarium are paid by the Board of Education. The cost of advertising, etc., is met locally.

Five conferences of this kind have been held—one in Charlotte, N. C., one in Tallahassee, Fla., another at Cape Girardeau, Mo., while Lake Junaluska and Mount Sequoyah have each been distinguished by including a Bible conference in their summer schedules. The opportunity in this field is practically unbounded. The only limitations are: (1) The difficulty of finding men who have the preparation and enjoy the intellectual freedom to perform the task; and (2) the small amount of money available for the enterprise.

The second cultural agency of the Board of Education is the Conference on Religious Education. Two conferences, including leaders of several denominations, have been held at Lake Junaluska. The quotations from the findings of these conferences which have appeared in this report indicate the character of the discussions entertained.

Two conferences of the leaders of our own Church in the field of religious education have been held at Memphis. The membership included professors of religious education, student pastors, Bible chair professors in State institutions, board



## *Christian Education Magazine*

secretaries, and ministers. Thus there have been brought together persons representing a rather wide variety of opinion on the subject of religious education.

The calling together annually the professors of religious education in our Church colleges and the religious workers in State institutions has been justified in abundant measure by the results achieved. A clearer understanding of the meaning of religious education has been gained, the needs of the colleges have been made known, a strengthening fellowship among the members of the group initiated, and some honest thinking has been done with reference to the values actually present in the courses of study offered. To such importance have these meetings grown that plans are already forming for enlarging their appeal and increasing the attendance upon similar gatherings in the future.

### RECOMMENDATIONS

1. The Department of Religious Education asks that the Board reaffirm, as of primary importance, its faith in the educational method of doing religious work in State institutions of learning.

2. With a view to facilitating its program, the Department asks that the General Conference be memorialized to provide legally for the fullest coöperation possible with other religious bodies in the field of religious education.

3. For the purpose of claiming our share of the advantages naturally derived from the use of a common historical inheritance, the Department of Religious Education asks that the name, "Wesley Foundation," be chosen to designate distinctively Methodist work among students in State institutions.

4. This Department asks for instructions as to the wisdom of undertaking to develop a plan whereby the common elements of religion may be given their rightful place in the public school system of our country.

5. Feeling an increasing sense of responsibility for aiding in the development of religious education in distinctively Methodist schools, this Department asks that a part of its budget may be used for this purpose.

## *Christian Education Magazine*

6. On the strength of the work done by the Department of Religious Education during the quadrennium now closing and in the face of unparalleled opportunities of expansion in every direction the department asks that a budget of \$50,000 annually be provided for its expenses.

That this request errs in the direction of moderation rather than excess is clear from the following considerations:

(1) The budget under which the Department has operated the past year is \$21,000; you are to judge whether the program justifies the expenditure.

(2) Many invitations to open work in State school centers and to enlarge programs already enterprised have had to be refused. The field is growing "white unto the harvest" with each passing year.

(3) The Board of Missions in 1924-25 appropriated for religious work in State schools \$12,616.66; for 1925-26, only \$5,300 in five institutions. We understand that the Board of Missions desires to withdraw entirely from this field. The Board of Education has already taken over some of the work and plans, if necessary, to assume the whole burden.

The proposed budget.....	\$50,000 00
Less our present budget.....	\$21,000 00
Plus the maximum appropriated by the Board of Missions.....	12,616 66 33,616 66
Leaves to be provided only.....	\$16,383 34

*Some of the Achievements and the Needs of the  
Candler School of Theology*

FRANKLIN N. PARKER, D.D., DEAN

Since the organization of Candler School of Theology we have enrolled 1,182 students. The total number of degrees conferred up to date (1925) is 106. Total number of certificates, 57.

The enrollment for the first session, 1914-15, was 69. The enrollment for the current year, 1924-25 is 101. This is not the highest enrollment since the organization of the institution. The highest enrollment was in the year 1920-21.

There are various causes affecting the enrollment of theological students. One is a very widespread indifference, if not opposition, to specific theological education in our Church. In many instances young men are advised not to go to theological seminaries, but to proceed at once from college into the itinerant ministry. Hence the small number of ministerial candidates from our Church in theological institutions. In our two seminaries put together there are not much over one hundred and sixty, if that. And we have a record of about seventy men from the South attending Northern institutions for theological training. Over against this showing from our Church of seminary students, the Southern Baptist Seminary, at Louisville alone, has 425 theological students, not to refer to the Texas school of the same Church. This is a rather striking fact.

There are 161 theological schools in America. From these the following 16 may be considered:

	Students.
University of Chicago.....	491
Southern Baptist Seminary.....	425
Garrett (Northern Methodist).....	384
Union Seminary (New York).....	295
Drew Seminary (Northern Methodist).....	217
Princeton Seminary (Presbyterian).....	215
Yale Divinity School (Congregational).....	197

## *Christian Education Magazine*

McCormick (Presbyterian).....	143
General Theological Seminary (Episcopal).....	126
Episcopal Seminary, Cambridge.....	111
Newton Seminary (Northern Baptist).....	93
Rochester Seminary (Baptist).....	82
Crozer Seminary (Baptist).....	68
Chicago Seminary (Disciples).....	68
Hartford Divinity School (Congregational).....	58
Harvard Divinity School.....	53

The interesting item in this tabulation is the striking preponderance of students in the Southern Baptist and Garrett and Drew. If the Boston Divinity School were added, it would increase considerably the number of Methodist divinity students.

Another item. In the North, where these seminaries have been developed, it has been found comparatively easy to secure professors of high rank for instruction in theology, Biblical training, and religious education. In the South, where this phase of the work has been comparatively neglected, we have the utmost difficulty in securing instructors in Biblical work and religious education, in many instances going to the North to obtain men for this work and as teachers in institutes.

There is at the present time a very great and urgent call for adequate forces in our colleges and theological schools for training in the fields of religious education and Church management. And because of this inadequate equipment, our Southern young men and women are going to Northern institutions for work in this field.

The fact of the efficiency of theological education may be realized from a statement regarding results in one of our best and most thoroughly tried seminaries. Take Drew, Northern Methodist, at Madison, N. J.; in fifty-seven years of service it has trained nearly three thousand men. Thirty-five of these have become college presidents; 11 elected bishops; 126 have been professors of colleges, universities, or theological seminaries; 127 have been district superintendents, or presiding elders, as we call them; 11 have been editors of Church publications; 10 have been preparatory school presidents; 4 are now theological school presidents; 4 others have been deans of



theological seminaries; 64 have been elected to executive positions on Church boards. The seminary has equipped 2,020 pastors and 228 missionaries.

These graduates will be found in every State in the Union and practically in every mission field of the world.

In our own Church it will be seen that to-day Vanderbilt graduates of many years' standing have been and are now filling leading positions in our Church. As to the graduates of our two existing theological schools, we find that for the most part they have fully vindicated the value of theological training in the brief ten years of their existence.

Next to the teaching staff, and that is dependent upon this fact, the greatest need of the theological seminary is its endowment. This will be clearly seen by the following facts:

First, theological seminaries are smaller than universities and colleges, the patronage is in inverse ratio to the need, the students are older and generally in debt for their college education, and without the means to pursue advanced work. In a survey of quite a number of these institutions, it was found that pretty nearly fifty per cent were married men. This would be in excess of the number in our own institutions. Still the number is quite large and would be very much larger if the men could come. Among the most urgent letters that come to me regarding theological training are those coming from men on the field who are married and have come to realize their deficiencies and their need for better training. We are unable to adequately meet the needs of these men, for the following reasons: (1) We have not nearly enough scholarship and loan funds to help our men, married or single. There is great need of increasing these sustentation funds. (2) In the second place, we need an apartment building on the campus for married students, suitably constructed for small families for light housekeeping and economical living while these men are in residence. (3) The third reason, which emphasizes the two already mentioned, is the lack of student pastorates available in the vicinity of the theological schools. There are a few such pastorates, but not nearly so many as are available for the theological students attending theological schools in the North,

## *Christian Education Magazine*

particularly in New England, where there are frequently vacant pastorates in other denominations than the Methodist. Hence, theological students going to Yale and Drew and Boston have very large opportunities for student pastorates to maintain them. In view of these deficiencies, we have all the more need of the fund and the housing accommodations to meet the deficiencies from lack of employment.

The cost of maintaining a teaching staff in theological seminaries is very great, because it is necessary to obtain mature teachers of the highest rank available, library, and other facilities for thorough and extensive training.

The following list, selected from the 161 seminaries, will show the resources of a number of the seminaries, all but one Northern:

### ENDOWMENT OF SEMINARIES

Union, New York.....	\$5,547,000
Princeton.....	3,364,000
General Theological, New York.....	2,297,000
McCormick.....	2,246,000
Union, Chicago.....	1,971,000
Rochester.....	1,885,000
Hartford.....	1,724,000
Crozer.....	1,520,000
Southern Baptist.....	1,500,000
Harvard.....	1,478,000
Yale.....	1,356,000
Garrett.....	1,184,000
Newton.....	1,042 000
The Episcopal, Cambridge.....	1,110,000
Drew.....	869,000

The endowment of the Candler School of Theology is \$500,000. It has, however, income from the General Education Board of the Church, but this is entirely inadequate for the expansion of our work, especially in the field of care for the student body.

The showing of our students in the different Conferences where we are represented is extremely good. We have men doing efficient work in Japan, China, Korea, Mexico, Cuba, and in Granbery College, in Juiz de Fora, Brazil. Four of our

### *Christian Education Magazine*

men are on the faculty. The president, Walter H. Moore, is an Emory graduate. One is from Southern Methodist University, Dallas, doing splendid work in the field of education in Brazil. Besides these, there are others in regular evangelical and pastoral service. One of our graduates is doing splendid service in the Prague, Czechoslovakia, Mission. A considerable number are in the Western field of our own country. We have four of our graduates serving on connectional Boards at Nashville. These men are making full proof of their ministry and in most places being promoted to a larger and wider range of service from year to year.

As certain as anything can be certain, the future of the South will call for thoroughly trained ministers, able to organize and develop Churches, with an adequate program of religious education and social service, at the same time giving the message of the gospel in a way to challenge the interest and religious needs of the people. If we do not do this, men will have to go without it, or the more enterprising candidates for the ministry will go to the North and to other Methodist schools in many instances for their training to do this work in the South.

## *The School of Theology of Southern Methodist University*

PAUL B. KERN, D.D., DEAN

I am calling attention to only the major elements in our work for the past four years.

### EXPANSION DURING THE QUADRENNIUM

There have been a number of notable advances made during the past four years. Some of the outstanding ones are mentioned herewith. Under a plan of coöperation worked out between the Board of Missions and the School of Theology these two agencies now coöperate in the training of home and foreign missionaries and in the general dissemination of missionary information and training to all of the students in the School of Theology. Through the help of the Board of Missions and a financial grant of \$7,200 a year a Department of Foreign Missions has been created and a full-time professor designated. It has been possible also to increase our staff by adding professors in the fields of town and country Church and of city Church. This gives us a large number of courses in both home and foreign missions and places us upon the level of the best seminaries in America in this general field. All our students are required to take courses in both home and foreign mission work in connection with their B.D. degrees.

A particular aspect of the service rendered by the men in the city and country Church departments should be called to your attention. In each of these fields wide contacts have been made with pastors and Churches and much valuable assistance has been rendered in making Church and community surveys and in the scientific study of local communities. Our professors in these departments hold themselves ready to serve their brethren in these and many other ways wherever the opportunity arises.

Another notable expansion during the quadrennium has come in the field of the Extension School for Pastors. This branch of our work was created to meet the demand for work of a



high character that would be open to pastors and Christian workers who could not leave their homes. The instruction is conducted by supervised correspondence, and each student is given a large amount of personal attention. At present there are prepared and available for use twenty courses. These courses have been prepared specifically for this school and present a most modern approach to all of the subjects. They group themselves into five different fields, and each course consists of either twelve or twenty-four lessons.

The enrollment in the Extension School for Pastors for the first year, which has just closed, has been very gratifying in view of the limited funds that have been at our disposal for purposes of publicity. We have enrolled one hundred and twenty-two students. It will be interesting to note that fifty-four of these are men from east of the Mississippi River and the remainder in our own territory. You will also be interested in knowing that the privileges of this course have been opened to ministers of the Colored Methodist Church in coöperation with Paine College. The limits of this service cannot be easily imagined, and the response that has been made by the students to the work has been most gratifying. It is our judgment that these courses ought to be incorporated into the larger program of the Board of Education and taken over as an official part of the training program for the ministry. At present the work is carried on as a joint enterprise between the University and the Boards of Education, Sunday School, and Missions.

## LIBRARY

Very satisfactory progress has been made in building up a theological library. The books have been moved from Dallas Hall into our own library in Kirby Hall and have been placed in three rooms, consisting of a main library, a senior seminar room, which houses the Methodist historical collection consisting at present of 3,000 volumes, and a periodical room, which contains all the bound periodicals and the current magazines and weeklies. At present our library consists of 9,500 volumes in addition to those in the main library of the university.

#### IMPROVEMENT IN EQUIPMENT

During the quadrennium the School of Theology has been the recipient of a munificent gift from Mr. and Mrs. R. Harper Kirby, which was devoted to building the administration building of the school, which is named in their honor. The building and its furnishings cost a little less than \$150,000, \$100,000 of which was received from Mr. and Mrs. Kirby and the remaining portion was added from funds received from the Christian Education Movement. The building is a beautiful fireproof structure built for the specific needs of the School of Theology and meeting in a splendid way our immediate demands in the way of offices of administration, classrooms, library and chapel, and offices for the professors. Its construction has placed our work upon an entirely new basis and has greatly increased our ability to render a real service to the student body.

#### OUTSTANDING NEEDS OF THE SCHOOL OF THEOLOGY

The Christian Education Movement has been of great value to the School of Theology. From this source we have received during the quadrennium \$191,986.80 and at present our productive endowment amounts to \$224,849.75. Last year our income from endowment was \$11,833.74. It is very evident that the minimum endowment under which the school can hope to meet the demands upon its program is \$500,000. To the securing of this endowment at as early a date as possible every effort should be turned. From the beginning the school has had to take from its sustenance fund an increasing amount of money to be used as scholarship grants to its students. This system of scholarships is practically universal in the seminaries of the country, and without some such financial assistance our student body would be seriously curtailed, if not altogether entirely wiped out. During the past year, owing to the increase in our numbers, these scholarship grants amounted to \$10,000. We have been receiving, through the Board of Education annually, an average of \$26,886.36 for the past quadrennium, from the assessment upon the Church for theological education. If we could have received anything like the amount

assessed our problem would have been simple. It seems imperative that the income from this source should be increased to the extent of at least \$10,000 until such time as our endowment becomes adequate to meet the demands that are made upon us. The salaries paid the professors are wholly inadequate in view of the character of services rendered; but they cannot be raised until there are more resources in our hands.

Equally acute is our desperate need for a dormitory for graduate theological students. The old condition existing in the dormitories recently burned was bad enough, but at present we are without even this home for our men. It is safe to say that we are probably one of the very few seminaries in the United States attempting to do graduate work without a suitable dormitory in which to house our students. They are scattered throughout the community, many of them living in utterly inadequate quarters and under such physical limitations and inconveniences as to make serious work very difficult. We are further embarrassed by the fact that our quarters for married students, at present consisting of sixteen small apartments in three buildings, meets just about half of the demand that is made upon us for such accommodation. Forty-four per cent of our present student body is married, and the problem confronting the married theological students is difficult at best, but it is almost impossible when living accommodations cannot be secured at reasonable rates. We need a dormitory built to care for our graduate students which shall include a section designed to care for married students. The cost of such a building would not be less than \$200,000.

In connection with our financial responsibilities it has been necessary to have a loan fund from which our students can borrow and to which they can repay after they have finished their education. Through the generosity of friends and Churches we have been able to lend about \$26,000, of which \$18,000 is at present outstanding. We make diligent effort to collect these loans, and our success in this respect is very satisfactory. Many of our students would, of necessity, have to discontinue their work if it was not for the timely assistance of these loan

## *Christian Education Magazine*

funds, which in the case of no student exceeds \$150 for the college year.

### INTERESTING FIGURES FOR THE QUADRENNIUM

The following are some interesting figures which will tell the story of our last four years' work.

#### *Financial Receipts*

The School of Theology has received from the Christian Education Movement a total of \$191,986.80, of which \$68,089.34 has been invested in buildings and equipment and \$123,897.46 has been added to our productive endowment. During the quadrennium we have received from the Board of Missions in connection with the Departments of Missions \$11,793.78. We have received through the Treasurer of the Board of Education, from the assessment, the following figures:

1922-23.....	\$26,949 36
1923-24.....	27,656 83
1924-25.....	26,469 63
1925-26 (up to March 1).....	22,250 00

Counting upon the same receipts this year as last, this makes an average of \$26,886.36. The assessment for each seminary is \$40,000 per year.

#### *Financial Resources*

	1922.	1923.
Endowment.....	\$ 76,875 15	\$224,849 75
Plant assets.....	14,940 16	169,108 16
Theological student loan notes..	14,018 55	18,102 10
Due from current funds.....	22,129 63	1,170 46
Total resources.....	\$127,963 49	\$413,230 47

#### *Student Enrollment for the Quadrennium*

	1922-23.	1923-24.	1924-25.	1925-26.
Total enrollment.....	152	150	112	144
Number of A.B. graduates enrolled.....	56	67	47	75



## *Christian Education Magazine*

### *Increase in the Faculty*

Three full-time professors have been added to the teaching staff and in the Department of Foreign Missions visiting professors have been supplanted by a full-time resident professor, making a total of four full-time professors added to the staff. Our present staff consists of ten full-time professors.

### THE CHALLENGE

The Church is awakening to the imperative need of a trained leadership. The decade during which Emory and Southern Methodist Universities have been sending into the ranks of the ministry their graduates has been sufficient to demonstrate that these institutions are well prepared to conduct the work for which they were called and that training counts in the successful handling of the difficult problems of the Church and the kingdom. The fact stares us in the face, however, that only a small proportion of our ministry has been brought under the influence of these educational forces. The Church has created these two seminaries, and the task before us to-day is to bridge the resources of the seminary and the need of the preacher and thus give to the Church a better-equipped ministry. At no point can the Church less afford to be forward looking and statesmanlike. True economy calls for adequate provision for training the leaders of to-morrow. A conquering Church cannot rest upon a ministry that is untrained in the things of the mind as well as the things of the spirit. If this is true we must look with serious concern upon the opportunity that is presented to us to place the seminary in the heart of the Church and make it a fountain source of real power in the life of the ministry.

## *Annual Report of the Treasurer*

To the Board of Education, M. E. Church, South, in Annual Session at Memphis, Tenn., April 30, 1926.

THE financial operations of your Board for the fiscal year ending March 31, 1926, are given in the detailed report of Grannis-Blair Audit Company, a copy of which I am submitting herewith as a part of my report. I also call your attention to the "Financial Statement" on pages 91 to 98 of this Board's report to the General Conference, which gives the financial operations of the Board for the quadrennium, 1922-26.

### RECEIPTS AND DISBURSEMENTS.

The receipts and disbursements for the year ended March 31, 1926, are summarized as follows:

#### I. CHRISTIAN EDUCATION MOVEMENT.

##### *Receipts.*

Balance April 1, 1925.....	\$ 35,076 12
Collected on subscriptions.....	1,213,974 36—\$1,249,050 48

##### *Disbursements.*

Participating schools and colleges.....	\$1,064,296 63
Organization and staff expense in the Annual Conferences*.....	151,211 16— 1,215,507 79
Balance March 31, 1926.....	\$ 33,542 69

#### II. GENERAL WORK OF THE BOARD.

##### *Receipts.*

Balance, April 1, 1925.....	\$ 43,608 28
From Annual Conference Assessment:	

For education.....	\$75,233 04
For Theological Schools.....	53,618 45—\$128,851 49

Christian Workers' Education Aid Fund (pro rata of C. E. M. receipts).....	24,228 50
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Payments on students' loans.....	5,763 70
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Interest received:

On bonds.....	\$ 5,050 65
On mortgage loans.....	3,361 05
On students' notes.....	370 80— 8,782 50

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\*Interest on daily balances, \$1,478.84, applied to reduce this item.

## *Christian Education Magazine*

From Annual Conferences for Students' Loan	
Funds.....	1,731 47
Bequest.....	1,000 00
Annuity.....	5,000 00
Sale of bonds.....	4,758 75
Payment of mortgage loans.....	15,500 00
Teachers' Bureau.....	63 20—\$195,679 61
<hr/>	
Total to be accounted for.....	\$239,287 89

### *Disbursements.*

#### Appropriations:

Schools and colleges.....	\$13,250 00
Student pastors in State universities.....	15,031 93
Council of Church Boards of Education.....	1,300 00
Joint Life Service Committee....	670 67
Conference of Professors of Religious Education.....	818 72
Conference on Religious Education at Lake Junaluska.....	328 92
Bible Conferences.....	478 80
Church-wide Conference of Young People.....	500 00
Interdenominational Students' Conference.....	200 00
Extension School for Pastors....	500 00—\$33,079 04

#### Theological Schools:

Emory University.....	\$26,846 73
Southern Methodist University.	26,771 72— 53,618 45
Teachers' Bureau.....	910 75
Loans to students.....	10,470 00
Invested in bonds.....	17,430 27
Invested in mortgage loans.....	25,000 00
Wildwood farm attorney fee.....	3,022 14
Recovery of stolen bonds.....	359 38
Secular Press Bureau.....	100 00
Service credit on loan fund notes.....	210 00
General administration expenses.....	39,739 34

Total disbursement for year..... 183,939 37

Balance, March 31, 1926.....\$ 55,348 52

## *Christian Education Magazine*

*Gifts and Bequests.*—Under receipts for General Work of the Board you will observe that during the past year the Board has come into possession of \$6,000 through gifts or bequests. When Columbia College, Milton, Oregon, closed, its president, Rev. H. S. Shangle, sent this Board a draft for \$1,000, which had been given to Columbia College for the establishment of "The Mrs. Anne Tipton Endowment Fund," with the understanding that the General Conference Board of Education administer the fund if the college should ever cease to operate. The interest on this fund is to be used to assist ministerial students.

On February 1, 1926, Mrs. Jeffie Wickline, of Oklahoma City, gave to the Board \$5,000 for the establishment of a loan fund for the benefit of girls and young women, preference to be given to students residing in the State of Oklahoma who desire to attend Fulsom Training School. The Board is to pay Mrs. Wickline an annuity on this fund during her lifetime.

This \$6,000 is safely invested.

*Invested Funds.*—On page 92 of the quadrennial report is given a statement of the permanent funds of the Board and how these funds are invested. You will observe that the Board now has permanent funds amounting to \$192,449.96. Since March 31, \$9,775 of the cash then available for investment has been invested in Florida East Coast Railroad bonds.

*Annual Conference Collections.*—The Annual Conferences paid last year \$75,233.04 on the General Conference assessment of \$112,000 for education and \$53,618.45 on the assessment of \$80,000 for Theological Schools. This is 67 per cent as compared to 66 per cent paid in 1924-25 and 69 per cent in 1923-24. Page 93 of the quadrennial report shows that the Conferences paid \$1,393 less on an assessment of \$112,000 for education during the quadrennium, 1922-26, than they did on an assessment of \$93,500 during the quadrennium, 1918-22.

Respectfully submitted,

W. E. HOGAN, *Treasurer.*



## *Educational Legislation Enacted by the General Conference of 1926*

SOME important educational legislation was enacted by the General Conference at its recent session in Memphis, Tenn. The following is the most important of the new legislation dealing with the educational work of the Church:

1. *Higher Educational Requirements for Admission on Trial.*—The academic requirements for admission on trial into the traveling connection were raised from the completion of a four-year high school course to the completion of two years' work in a standard college or its equivalent. A two-year period of grace is to be allowed all candidates, but "at the expiration of such period of grace these advanced standards are to be strictly enforced."

It will still be possible for an Annual Conference to admit by a two-thirds vote, under special conditions clearly recognized as unusual, a candidate who does not meet this academic requirement; but in order to be admitted by the two-thirds rule "the presiding elder or the Committee on Admissions shall furnish to the Conference a statement of particulars showing definitely in what respect the case is special and unusual.

2. *Christian Education Movement Continued.*—The General Conference extended the period for collecting all pledges to the Christian Education Movement until December 31, 1927, by the adoption of the following memorial:

The Board of Education hereby memorializes the General Conference to approve the recommendation of its Administrative Committee to extend the time for completing the collection of the Christian Education pledges until December 31, 1927, and to set apart the period from August 1 to December 31 as limits within which two months shall be selected for each Annual Conference for intensive effort and to call upon bishops, presiding elders, pastors, and members to coöperate in completing this work.

3. *Commission on Education Abolished.*—The Commission on Education, the ten practical educators whose duty it has been to fix the educational standards to be met by the schools,

## *Christian Education Magazine*

colleges, and universities of our Church, was abolished. The abolishment of this Commission naturally carries with it the discontinuance of the classification of our educational institutions by the Board of Education. The reasons for this legislation are given in the General Secretary's quadrennial report and may be found on pages 15-17 of this Yearbook.

4. *Establishment and Support of Institutions.*—Legislation enacted by the General Conference at Memphis provides that "no educational institution or educational foundation of the Methodist Episcopal Church, South, shall hereafter be established or receive support from the funds of the Church without its plans and organization having been first submitted to the Board of Education for its counsel and advice"; also that "no institution of the Methodist Episcopal Church, South, shall change its type of organization, for example, from an academy to a college, without having first secured the approval of the Board of Education."

5. *Bible Must Be Taught.*—The insertion of the following new paragraph in the Discipline requires that courses in Bible be given in all our schools:

All the educational institutions of the Methodist Episcopal Church, South, shall make provision in their curricula for the study of religious education, including courses in the Bible.

6. *Creation of an Educational Commission.*—A General Conference Educational Commission of the Methodist Episcopal Church, South, consisting of eighteen members, was created. This Commission is instructed:

(1) To make a careful survey of the entire educational situation of our Church as it relates to the local Church, to all our schools and colleges, to tax-supported and independent institutions, to correspondence schools, to extension schools, to standard training schools, summer schools for pastors, and all other educational agencies of the Church.

(2) To work out a plan of organization to be reported to the General Conference of 1930, which plan shall provide for a comprehensive and unified program of education for the whole Church, eliminating all overlapping and duplication

in the field of education and at the same time meeting the needs of developing life from infancy to full-grown maturity.

(3) To make a careful survey of all boards and agencies now coöperating in the field of education and to provide for whatever agency or agencies it seems wise for supervising and carrying out the comprehensive and unified program of education for the whole Church.

7. *Pastors' Schools*.—The General Conference ordered “that the responsibility for the organization and conduct of Pastors' Schools shall be transferred from the Board of Missions to the Board of Education, and these schools shall be promoted under this Board in coöperation with the other agencies now at work in the field.”

8. *Co-ordination and Co-operation*.—The mind of the General Conference as to the importance of coördination and coöperation by the general boards in certain lines of educational endeavor is shown by the following actions:

One of the most prevalent sources of irritation is found in the lack of coördination in the field of cultivation in the colleges. At present not less than six representatives of various boards are visiting the educational institutions of our Church. We recommend that the constitution of these boards be so arranged that this work shall be done by two representatives of the Church; one, a man chosen by the Board of Education; and the other, a woman chosen by the Woman's Missionary Council. To each of these representatives shall be entrusted the responsibility for dealing with our students not only in the field of missions, but also in the whole realm of religious education and life service.

In order to prevent overlapping in cultivation of candidates for life service and to provide for practical coöperation in this matter between the boards, the Board of Missions, the Sunday School Board, the Epworth League Board, and the Board of Education, are authorized to provide jointly for a Life Service Bureau for the cultivation of candidates for life service and for the distribution of information regarding candidates, the general lines of coöperation and financial provisions for the conduct of the Bureau to be determined by the boards concerned.

***Condensed Minutes of the Thirty-Second Annual  
Meeting of the Board of Education of the  
M. E. Church, South, Memphis, Tenn.,  
April 30-May 1, 1926***

**FRIDAY MORNING SESSION**

Pursuant to call, the Board of Education met in the Chisca Hotel, Memphis, Tenn., Friday, April 30, at 9:00 A.M., Bishop Edwin D. Mouzon in the chair. After devotions the roll was called showing all the members present except Mr. P. D. Mad-din, of Nashville, who was detained on account of illness. There were present also Dr. R. H. Bennett, Rev. J. Marvin Culbreth, and Mr. W. E. Hogan of the staff, and the following visitors: Bishop John M. Moore, Rev. S. H. Babcock, Rev. J. T. McClure, Rev. C. L. Brooks, Judge M. M. Eakes, and Rev. J. R. Countiss.

On motion the *ad interim* actions of the Executive Committee as reported to the members of the Board were approved without reading.

The quadrennial and annual reports of the staff were several-ly presented and referred to appropriate committees.

Because of the absence of several members of the Finance Committee, the following Finance Committee was, on motion, appointed by the Chair: Guy E. Snavelly, G. T. Rowe, J. H. Garner, J. L. Clark, and W. F. Quillian.

The Committee on Legislation presented its report, which was, on motion, received with the understanding that it would be considered later.

The minutes of the meeting of the Budget Committee were presented and referred to the Committee on Finance. Also a statement from the General Secretary showing the money available for appropriations which, on motion, was referred to the Committee on Appropriations.

The request of Mr. Howard Terry, of Arkansas, for certain adjustments on his loan was referred to the Committee on Finance. The auditor's statement concerning the financial



## *Christian Education Magazine*

reports of the correspondence schools at Emory University and at Southern Methodist University were presented and referred to the Committee on Life Service.

Communications were received concerning the proposed Oklahoma City University and, on motion, the following special committee was appointed by the Chair to take the question under consideration: Bishop James Cannon, Jr., J. A. B. Fry, Judge John S. Candler, Ivan Lee Holt, L. W. Duval, R. L. Flowers, and H. N. Snyder. Bishop John M. Moore and Judge M. M. Eakes presented at length the history of the case and the issues involved.

The request for the Board's approval of the Lincoln and Lee University, which had been approved by the Executive Committee, was also referred to the special committee named above.

### FRIDAY AFTERNOON SESSION

The Board met pursuant to adjournment at 4:30 P.M., Bishop Mouzon in the chair. Minutes of the morning session were read and approved.

Mr. E. A. Kersh, of the editorial staff of the *Commercial Appeal*, and Miss Ethel Holt, secretary to Dr. Stonewall Anderson, were introduced.

Bishop James Cannon requested leave of absence after this session, which was granted.

Report No. 1 of the Committee on Conservation and Publicity was presented and, on motion, adopted. It recommends that the organization of the Christian Education Movement be transformed into a permanent department known as the Department of Promotion and Conservation, the purpose of which shall be to conserve the results of the special forward movement and to coöperate with institutions in efforts to secure needed funds.

The Board then adjourned to meet at 9 o'clock Saturday morning.

### SATURDAY MORNING SESSION

The Board met pursuant to adjournment with Bishop E. D. Mouzon in the chair. Dr. J. T. Griswold conducted devotions. Minutes of the previous session were read and approved.

*Christian Education Magazine*

Report No. 1 of the Committee on Legislation was taken up and after careful consideration was amended and adopted. It recommends:

1. The creation of a Commission on Courses of Study for departments of religious education in colleges, in institutes, pastors' schools, leadership training schools, and correspondence Schools, their recommendations to be submitted to the College of Bishops for their approval.

2. That "the requirements for admission on trial into the traveling connection, so far as academic training is concerned, shall be at least two years of work in a standard college; provided that this provision shall not apply to the Indian and Mexican preachers; and provided further that under special conditions, clearly recognized as unusual, the Annual Conference may by a two-thirds vote admit a candidate who does not meet the academic requirements, provided he has completed a four-year high school course, or its equivalent; and, provided further, that the presiding elder or the Committee on Admissions shall furnish to the Conference a statement of particulars showing definitely in what respects the case is special and unusual." And "that a certificate of graduation with the B.D. degree or its equivalent from one of our graduate schools of theology may be accepted in lieu of the course for admission and for Conference undergraduates."

3. That the classification of Church schools by the Board and the Commission on Education be discontinued.

4. That Church College Day be observed in each congregation, Sunday school, and Epworth League the fourth Sunday in May, or such other day as may be convenient, and a collection be taken for the aid of worthy students who desire to devote their lives to some form of Christian service.

5. That an Annual Conference, or Conferences, with the approval of the General Conference Board of Education, may have authority to coöperate with other Churches, and with civic and commercial bodies, in establishing and maintaining institutions of higher learning, though it may be impracticable to conform to all the requirements of paragraph 231 of the Discipline; and, provided further, that at least two-thirds of the

## *Christian Education Magazine*

trustees of such institutions shall be members of the Churches cooperating.

6. Hearty appreciation of the work of the Commission on the Reorganization of the General Boards and the Commission on Unification of our Educational Program as evidenced by their reports. While the Board of Education does not pass judgment upon the relative merits of the two reports before the General Conference, the Board desires to express its approval of the principle of consolidation and coöperation.

A report of the Special Committee on the Oklahoma City University was presented by Judge Candler and laid on the table for later consideration.

### SATURDAY AFTERNOON SESSION

The Board met pursuant to adjournment at 3:00 P.M., Bishop Mouzon in the chair. Dr. W. F. Quillian led devotions. Minutes of the morning session were read and approved. The report of the Special Committee of Seven was taken from the table and, on motion, adopted as follows:

We have had before us certain communications from the East Oklahoma Conference and the West Oklahoma Conference relating to a joint control by the Methodist Episcopal Church and the Methodist Episcopal Church, South, of Oklahoma City University. Bishop John M. Moore, Bishop in charge of both Conferences, has made a statement about the situation, and it has been discussed before us, as a Board, and before a Committee of this Board by Judge M. M. Eakes, Rev. C. L. Brooks, Rev. J. T. McClure, and Rev. S. H. Babcock.

After careful consideration we have reached this decision:

1. We are in sympathy with the proposed plan of a coöperative educational institution in Oklahoma City, and are glad to find that all the brethren from Oklahoma who have spoken to us favor this principle as containing the wisest and best educational policy for our Church in Oklahoma.
2. We are of the opinion that we have no authority to make a recommendation under the present law of the Church, which does not contemplate or provide for any plan of joint control of an educational institution.

Your Committee further reports with approval the action of the Executive Committee of the Board of Education on July 21, 1925, with an additional phrase; adding to the resolution of the Executive Committee the following, "as far as the law of the Church permits."

The request of Bishop McMurtry to concur with the Annual Confer-

## *Christian Education Magazine*

ences of Missouri in the proposal to establish a university at Kansas City, Mo., under control of the Methodist Episcopal Church, South, and the Methodist Episcopal Church, was presented by Dr. Anderson and after discussion the following resolution was adopted:

We are in profound sympathy with the proposal to establish a university at Kansas City, under the joint control of the Methodist Episcopal Church and the Methodist Episcopal Church, South. While it is clear to us that the law of our Church as found in our book of Discipline does not contemplate the establishment of an institution of the kind proposed, however, if the Annual Conferences of the Methodist Episcopal Church, South, in the State of Missouri, deem it wise and feasible to enter into the project, the Board will be glad to coöperate with them as far as the law of the Church permits.

JAMES CANNON, JR., *Chairman*;  
J. A. B. FRY,  
J. S. CANDLER,  
IVAN LEE HOLT,  
L. W. DUVAL,  
R. L. FLOWERS,  
HENRY SNYDER.

The request of Cottey College, Nevada, Mo., for indorsement was referred to the first meeting of the Board in the next quadrennium because of lack of certain important information.

Bishop Mouzon requested leave of absence. His request was granted. Judge John S. Candler was elected chairman *pro tem*.

The report of the Committee on Finance was presented and adopted.

The report of the Committee on Religious Education was presented and, after consideration item by item, was adopted as follows:

### REPORT OF THE COMMITTEE ON RELIGIOUS EDUCATION.

Your Committee has examined carefully the material submitted to it for consideration—namely, the report of the Secretary of the Department of Religious Education and the reports of the Deans of the Theological Departments of Emory University and Southern Methodist University.

Your Committee asks your approval of the following recommendations:

1. That the Board reaffirm as of primary importance its faith in the educational method of religious work in State institutions of learning.



## *Christian Education Magazine*

2. That in the order of their attested value the following methods for work in State institutions be approved:

(a) Religious foundations coöperatively supported.

(b) Denominational Bible chairs.

(c) Student pastors with the teaching function.

(d) Student assistants for part-time service.

3. That the General Conference be memorialized to provide for the fullest coöperation possible with other religious bodies in the field of religious education.

4. That the name "Wesley Foundation" be chosen to designate distinctively Methodist work among students in State schools.

5. That the Secretaries be asked to prepare a suggested plan for introducing religious instruction into the public schools, and submit the same to the Board for consideration.

6. That a part of the budget of the department of Religious Education be used for promoting religious education in Church schools.

7. That the budget for maintenance and extension work asked by the department of Religious Education be granted as far as available resources will permit.

8. That in order to provide for cultivation by disseminating the rapidly multiplying material in the field of religious work in institutions of learning, the Board undertakes the publication of the bulletin, CHRISTIAN EDUCATION MAGAZINE, either bimonthly or monthly, at the discretion of the General Secretary.

9. With reference to our two seminaries at Emory and Southern Universities, your committee desires to call attention to the gratifying progress made by these institutions, and also to the forward-looking programs proposed by them. We urge more sympathetic and effective coöperation with these schools in their faithful efforts to multiply an educated ministry for our Church.

J. A. B. FRY,

J. M. CULBRETH, *Secretary*.

The report of the Committee on Appropriations was presented and on motion adopted as follows:

### COMMITTEE ON APPROPRIATIONS.

The Committee on Appropriations had at its disposal, according to the report of the Secretary of the Board—

An unappropriated balance.....\$21,675 58

Estimated income from Annual Conferences..... 75,233 04

Estimated interest on daily bank balances..... 1,478 85

---

Total.....\$98,387 47

The Committee recommends that the recommendations of the Budget Committee of the Board be adopted as follows:

## *Christian Education Magazine*

- |   |          |
|---|----------|
| 1. For administrative purposes.....   | \$55,730 |
| 2. For Religious Education in State and Church schools,<br>for Pastors' Schools, for appropriations to Church<br>schools, and for other purposes..... | 42,250   |
| 3. For the continuation of the Christian Education<br>Movement.....   | 16,000   |

After careful consideration, item by item, the recommendations of the Budget Committee were approved a condensed statement of which is as follows:

- |  |           |
|--|-----------|
| 1. For overhead expenses.....                      | \$ 59,930 |
| 2. For aid to schools.....                         | 20,000    |
| 3. For the promotion of Ministerial Education..... | 20,000    |
| 4. For Religious Education.....                    | 50,000    |
| 5. For the two Theological Schools.....            | 80,000    |

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Grand total.....\$229,930

Report No. 2 of the Committee on Conservation and Publicity was presented and after some discussion on motion was adopted as follows:

### REPORT NO. 2 OF THE COMMITTEE ON CONSERVATION AND PUBLICITY.

1. That where possible, uncollected Christian Education pledges in each Annual Conference should be allocated at an early date between the beneficiary Conference educational institutions, or assigned to some one institution for collection on behalf of all, on a plan to be worked out and agreed upon by the presidents of the schools concerned, the Conference Educational Secretary-Treasurer, the Chairman of the Conference Board of Education, and a representative of the General Board of Education to be designated by the General Secretary of said Board.

2. That the institutions receiving pledge cards shall receipt the retiring Secretary-Treasurer for same, and send a copy to the Treasurer of the General Board of Education, shall keep accurate and complete records of said cards and collections thereon, which records shall be subject to the supervision and approval of an authorized representative of the General Board of Education, and said institutions shall remit quarterly to the Treasurer of the General Board of Education twelve and a half per cent ( $12\frac{1}{2}$ ) of the gross amount collected on said pledges, the same to be distributed among the beneficiary connectional interests, which per cent shall be in full satisfaction of the claims of connectional interests in said pledges; provided that in a Conference where  $12\frac{1}{2}\%$  would be clearly inequitable, the Administrative Committee of this Board may fix a different per cent.

The Secretary of the Christian Education Movement, on behalf of the General Board of Education, shall exercise such supervision over the man-

## *Christian Education Magazine*

ner of keeping records and the making of periodical reports on collections to his office by the institutions collecting the pledges as may be necessary to secure a uniform, businesslike administration.

3. That at the end of the present Conference year, the office of Secretary-Treasurer of the Christian Education Movement in the Annual Conferences is hereby discontinued; provided that if the educational institutions concerned in any Conference request his continuance, the office may be continued at the expense of the Movement.

4. That when institutions receive pledge cards for collection they thereby assume obligation to make every possible effort to collect said pledges on or before December, 1927. Any proposed discounting of pledges shall be authorized by the Secretary of the Christian Education Movement before they are effective.

5. The Board of Education hereby memorializes the General Conference to extend the time of collection of the Christian Education pledges until December 31, 1927, and to set apart the time from November, 1926, to March, 1927, inclusive, as the period when emphasis shall be given by all the agencies of the Church toward the collection of the remaining uncollected pledges.

J. H. REYNOLDS, *Chairman*;

R. H. WYNN, *Secretary*.

Judge J. E. Cockrell introduced a resolution asking the Board to set aside a part of the campus of Southern Methodist University for lease to fraternities and sororities which was, on motion, adopted.

Dr. J. T. Griswold presented orally a request for classification of Clarendon and McMurry Colleges as standard colleges which was, on motion, made a matter of record and referred to the Classification Committee.

The report of the Committee on Classification was read by Dr. Quillian and on motion adopted.

The report of the Committee on Ministerial Supply and Training and Life Service was presented by Dr. Read and, after some discussion, was adopted as follows:

### REPORT OF COMMITTEE ON LIFE SERVICE AND MINISTERIAL SUPPLY AND TRAINING.

We find that the Department of Ministerial Supply and Training and Life Service has fully justified its existence. This department is twenty-four years old, and has had from year to year increasingly good results. Its work has expanded through these years, and for the last quadrennium has reached the peak of its success.

The Christian Education Movement had as one of its objectives the

## *Christian Education Magazine*

enlistment of five thousand volunteers for life service. To the present time 7,636 have been enrolled. We regard as the highest type of life service the ministry of the gospel. A few years ago we were confronted with a dearth in the ministerial ranks. To-day all our Conferences are better supplied, and some of them are full.

The Secretary in charge of this work, Dr. R. H. Bennett, has been abundant in labors, having in the last four years traveled over 200,000 miles, delivered 843 sermons and addresses, urging the appeal for life service to more than 200,000 young people in their conventions and institutes and at many of the colleges and universities in our territory.

During the quadrennium now closing, 2,210 preachers have been received on trial in our connection, while the number of supplies required has decreased from more than 1,200 to 718.

Stress has been constantly laid upon the necessity for preachers to complete their courses of study in the required time, and while there is much to be desired, yet in this matter we are glad to note a steadily decreasing number who fail to pass their examinations. These examinations mean much more than they once did, and we express our appreciation of the good work done by the Correspondence Schools at Emory and at Southern Methodist University. We recommend that the usual bonus be paid to each member of both faculties for their faithful service, if the funds are available.

The Preachers' Institutes held in many of our Conferences have conformed to the standards set up by this Board of Education, and they have done much to add to the intellectual and spiritual equipment of our younger ministers.

One of the objectives of the Christian Education Movement was the establishment of a million dollar aid fund to help and encourage students who without this help would find it very difficult to prosecute their studies. It is hoped that many unpaid subscriptions to this Movement will yet be paid, thus adding to this fund. Though only the interest on this endowment can be used, nearly \$40,000 has been thus applied, and great care is exercised in all appropriations.

At the expense of very great labor a number of very interesting statistics have been gathered relating to the call to the ministry, the environments surrounding those who have accepted the call, the agencies that have helped men to hear the call, the difficulties in the way of answering, etc. These have been embodied in Dr. Bennett's report and have been published in practically all our *Advocates*. They are well worthy our study and should be preserved for reference.

We recommend that all cards signed by life service volunteers be sent first to this department, where they can be classified, and then distributed to the various other Boards of the Church according to their character—those for the ministry to be retained and followed up by the Life Service Secretary.



## *Christian Education Magazine*

We recommend that the General Conference be requested to:

1. Emphasize the stressing by pulpit, college, Epworth League, Sunday school, and other agencies dealing with young life, the call to life service.

2. To stress the importance of the annual sermon on the call to and the claims of the Christian ministry, now required by the Discipline.

3. To raise the standard for admission on trial to include two years of college study or its equivalent.

4. To consider how best to avoid the abuse of the two-thirds majority rule for admitting into Annual Conferences men of deficient education.

5. To consider the establishing of a special school or departments in our present colleges where preachers who have not had proper early scholastic advantages may study Methodist doctrine, polity, methods, and spirit, and to get the much-needed equipment for our own ministry.

6. To urge our preachers when they have completed their required courses of study to then take up the postgraduate work provided by the College of Bishops.

We approve and recommend the budget of \$9,700 for carrying on the work of this department.

A motion was made to adjourn, after which the minutes were read and approved and the Board adjourned *sine die*.

EDWIN MOUZON, *Chairman*;

H. H. SHERMAN, *Recording Secretary*.

# Financial Statement

W. E. HOGAN, TREASURER

RECEIPTS AND DISBURSEMENTS, APRIL 1, 1922, TO MARCH 31, 1926\*

## A. GENERAL WORK OF THE BOARD

### Receipts

From General Conference Assessment:	
For education (Schedule I).....	\$292,638 21
For theological schools (Schedule I).....	215,695 07
For negro work.....	19,308 77
For ministerial education loan funds.....	5,007 97
Payments on student loans.....	11,610 29
Interest on investments.....	22,633 94
Interest on daily bank balances.....	4,262 00
Teachers and Christian Workers' Bureau.....	353 20
Special gifts and bequests.....	6,000 00
Total receipts for general work.....	\$577,509 45

### Disbursements

Appropriations:	
Schools and colleges (Schedule II).....	\$ 68,450 00
Work at State universities (Schedule III).....	43,000 00
Negro schools.....	19,308 77
Council of Church Boards of Education.....	4,400 00
Religious Education and Bible Conferences.....	3,678 26
Joint Life Service Committee.....	971 86
Young People's Conferences.....	700 00
Extension School for Pastors.....	500 00
Summer Institutes for Preachers.....	200 00
Theological schools:	
Emory University.....	\$107,847 53
Southern Methodist University.....	107,847 54— 215,695 07
Loans to students (Schedule IV).....	39,892 00
Attorney's fee, Wildwood Farm lawsuit.....	5,022 14
Investment of special gifts and bequests.....	6,000 00
Administration, publicity, and promotion (Schedule V).....	164,470 51
Total disbursements for general work.....	\$572,288 62

## B. CHRISTIAN EDUCATION MOVEMENT†

### Receipts

Collected on subscriptions (Schedule VI).....	\$6,806,294 62
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### Disbursements

Participating schools and colleges (Schedule VII).....	\$5,842,419 19
Organization and staff expense in Annual Conferences (Schedule VI).....	962,588 72— 6,805,007 91
Balance on hand March 15, 1926.....	\$ 1,286 71

\*Since this statement was prepared, March 15, 1926, a few figures had to be estimated.

†The collection of Christian Education Movement subscriptions was begun July 1, 1921. The period covered in financial statement and schedules dealing with the Movement is, therefore, from July 1, 1921, to March 15, 1926.

# PERMANENT FUNDS OF BOARD

Christian Workers' Education Aid Fund.....	\$171,630 46
Williams Loan Fund.....	6,870 00
Endowment Fund.....	7,949 50
Annuities.....	5,000 00
James Tipton Endowment Fund.....	1,000 00
	<hr/>
	\$192,449 96

## STATEMENT OF INVESTMENTS AS OF MARCH 31, 1926

### *Bonds*

COMPANY	Due	Rate Per cent	Par Value	Book Value
Amour & Company of Delaware.....	1943	5½	\$ 15,000	\$ 14,400 00
Camberland Telephone and Telegraph Company...	1937	5	10,000	9,437 50
James Realty Company (Little Rock).....	1930	6	10,000	10,000 00
American Telephone and Telegraph Company.....	1943	5½	15,000	14,935 42
Southwestern Bell Telephone Company.....	1954	5	4,300	4,020 92
Chicago & North Western Railroad Company.....	1963	5	3,200	3,024 00
Harry Nichol Building (Nashville).....	1946	7	2,000	2,060 00
Harry Nichol Building (Nashville).....	1940	7	1,000	1,028 90
Harry Nichol Building (Nashville).....	1943	7	2,000	2,064 00
Nashville Railway & Light Company.....	1953	5	12,000	11,087 50
Nashville Railway & Light Company.....	1958	5	3,000	2,640 00
Pennsylvania Railroad Company.....	1964	5	2,000	1,960 00
Union & Planters Bank Building (Memphis).....	1943	7	12,000	12,600 00
Mike-Price Power Company.....	1949	6	2,000	1,980 00
Westinghouse Electric & Manufacturing Co.....	1931	7	2,000	2,160 00
Greenville, Tenn., School bond.....	1954	5¼	1,000	1,022 90
Pittsburgh Steel Corporation.....	1948	6	2,000	1,885 00
Quincy & Nashville Railway.....	2003	5½	9,000	9,645 75
Andrew Jackson Hotel Company (Nashville).....	1939	7	3,000	3,064 08
Confederate Gas & Electric Company.....	1942	5	1,000	968 00
Methodist Hospital (New Orleans).....		5	25	25 00
United States Liberty Bonds.....	1938	4¼	100	100 00
United States Liberty Bonds.....	1942	4¼	100	100 00
United States Liberty Bonds.....	1947	4¼	300	300 00
			<hr/>	<hr/>
			\$112,025	\$110,508 97

### *Real Estate Mortgages*

Land, Faulkner County, Arkansas. 6%.....	\$ 6,500 00
Land, Faulkner County, Arkansas. 7%.....	7,000 00
Land, Faulkner County, Arkansas. 6%.....	5,000 00
City property, Atlanta, Ga. 7%.....	10,000 00
City property, Atlanta, Ga. 7%.....	10,000 00
City property, Atlanta, Ga. 7%.....	5,000 00
City property, Atlanta, Ga. 7%.....	5,000 00—
	<hr/>
	48,500 00

### *Miscellaneous*

James E. M. Cole Loan Fund (invested by the Trustees of Duke University).....	\$10,000 00
James B. Marvin Harris Loan Fund (invested by Curators of Central College).....	5,000 00
Grants made to students*.....	8,116 60
Cash available for investment.....	10,324 39—
	<hr/>
	33,440 99
	<hr/>
Total of all investments.....	\$192,449 96

In the case of a few gifts to the Christian Workers' Education Aid Fund, the conditions imposed by the donors made necessary to loan a part of the principal directly to students.

## Schedule I

COLLECTIONS ON GENERAL CONFERENCE ASSESSMENTS, APRIL 1, 1922, TO  
MARCH 31, 1926

Conference	Education	Theological Schools
Alabama.....	\$ 9,474 89	\$ 6,983 19
Arizona.....	367 59	268 96
Baltimore.....	10,886 00	8,300 00
Brazil.....	66 02	37 74
Central Texas.....	14,177 22	10,439 46
Cuba.....	133,35	95 00
Denver.....	544 99	402 14
East Oklahoma.....	3,806 07	2,796 93
Florida.....	6,925 35	5,078 10
Holston.....	12,679 68	9,311 12
Illinois.....	528 49	387 87
Indian Mission.....	5 29	3 77
Kentucky.....	4,491 72	3,321 80
Little Rock.....	6,388 01	4,720 70
Los Angeles.....	196 61	160 87
Louisiana.....	5,486 85	4,036 20
Louisville.....	7,697 17	5,664 37
Memphis.....	9,683 55	7,151 18
Mexico.....	113 18	82 73
Mississippi.....	8,195 14	6,026 88
Missouri.....	5,910 94	4,361 95
New Mexico.....	1,506 43	1,109 31
North Alabama.....	11,218 67	8,227 65
North Arkansas.....	5,776 58	4,258 36
North Carolina.....	14,624 51	10,764 64
North Georgia.....	11,746 22	8,676 71
North Mississippi.....	8,766 93	6,454 05
North Texas.....	12,244 71	9,071 34
Northwest.....	434 03	323 94
Northwest Texas.....	6,553 07	4,813 66
Pacific.....	2,117 19	1,461 40
St. Louis.....	5,617 82	4,144 18
South Carolina.....	7,843 00	5,780 00
South Georgia.....	15,496 46	11,406 86
Southwest Missouri.....	4,396 27	3,243 64
Tennessee.....	10,820 46	7,970 88
Texas.....	11,464 24	8,427 15
Upper South Carolina.....	7,583 55	5,581 60
Virginia.....	15,936 23	11,755 51
Western North Carolina.....	15,879 98	11,665 86
Western Virginia.....	3,356 85	2,470 23
West Oklahoma.....	4,014 64	2,946 19
West Texas.....	7,464 63	5,496 53
Western Mexican Mission.....	17 63	14 42
Total.....	\$292,638 21	\$215,695 07
Total for 1918-22.....	294,031 21	175,550 85
Loss.....	\$ 1,393 00	
Gain.....		\$ 40,144 22



## Schedule II

## APPROPRIATIONS TO SCHOOLS AND COLLEGES, APRIL 1, 1922, TO MARCH 31, 1926

Columbia Junior College, Milton, Oregon.....	\$ 7,500
Cumberland Mountain School, Crossville, Tenn.....	2,250
Downing Industrial School, Brewton, Ala.....	3,500
Flat Rock High School, Flat Rock, Ala.....	3,000
Fulsom Training School, Smithville, Okla.....	2,500
Hiwassee College, Madisonville, Tenn.....	3,000
Jefferson School, Jefferson, N. C.....	2,000
John C. C. Mayo College, Paintsville, Ky.....	3,000
John O. Hanes School, Haleyville, Ala.....	2,000
Lambuth College, Jackson, Tenn.....	1,200
Lon Morris College, Jacksonville, Tex.....	750
Marvin College, Fredericktown, Mo.....	2,200
Meridian College, Meridian, Tex.....	3,250
Morton-Elliott School, Elkton, Ky.....	1,500
Reinhardt College, Waleska, Ga.....	3,000
Rutherford College, Rutherford College, N. C.....	3,000
Scarritt-Morrisville College, Morrisville, Mo.....	1,500
Seashore Camp Ground School, Biloxi, Miss.....	300
Sloan-Hendrix Academy, Imboden, Ark.....	2,000
South Georgia College, McRae, Ga.....	2,250
Sparks College, Sparks, Ga.....	2,250
Thomas Industrial Institute, De Funiak Springs, Fla.....	1,000
Triangular Mountain Institute, Mount Heron, Va.....	3,000
Valley Springs Academy, Valley Springs, Ark.....	4,000
Weatherford College, Weatherford, Tex.....	2,000
Weaver College, Weaverville, N. C.....	3,000
Weddington Industrial Institute, Matthews, N. C.....	500
Young Harris College, Young Harris, Ga.....	3,000
	<hr/>
	\$68,450

## Schedule III

## APPROPRIATIONS FOR RELIGIOUS WORK AT STATE-SUPPORTED INSTITUTIONS, APRIL 1, 1922, TO MARCH 31, 1926

University of Alabama.....	\$ 3,750 00
Alabama Polytechnic Institute.....	3,750 00
State Normal School, Montevallo, Ala.....	300 00
University of Arizona.....	3,200 00
University of Arkansas.....	3,750 00
Arkansas State College for Teachers.....	1,000 00
University of California.....	1,450 00
University of Florida.....	3,000 00
Florida State College for Women.....	600 00
University of Kentucky.....	1,000 00
University of Louisiana.....	2,000 00
University of Mississippi.....	400 00
Mississippi A. & M. College.....	1,230 00
Mississippi State College for Women.....	600 00
State institutions in Missouri.....	3,250 00
University of North Carolina.....	1,000 00
University of Oklahoma.....	2,700 00
University of Tennessee.....	1,333 33
University of Texas.....	1,600 00
North Texas Teachers College and College of Industrial Arts.....	3,500 00
State Teachers College, Alpine, Tex.....	300 00
Sam Houston State Teachers College (Texas).....	360 00
Virginia Polytechnic Institute.....	250 00
Virginia Military Institute and Washington and Lee University.....	250 00
Undesignated.....	2,426 67
	<hr/>
	\$43,000 00

## STUDENTS RECEIVING LOANS, 1922-26

INSTITUTION	No. Aided	Amount Paid	Average to Each
Birmingham-Southern College.....	19	\$ 3,015	\$158
Centenary College of Louisiana.....	1	75	75
Carlisle School.....	3	325	108
Central College.....	1	125	125
Clarendon College.....	14	1,500	107
Duke University.....	12	1,275	106
Emory and Henry College.....	9	1,550	172
Emory University.....	47	7,025	149
Galloway College.....	5	1,685	337
Hendrix College.....	11	1,835	166
Hiwassee College.....	8	800	100
Horry Industrial School.....	1	75	75
Kentucky Wesleyan College.....	10	1,475	147
Lon Morris College.....	1	100	100
Louisburg College.....	2	350	175
McFerrin School.....	1	25	25
McMurry College.....	1	100	100
Meridian College.....	1	125	125
Millsaps College.....	2	400	200
Morton-Elliott School.....	1	200	200
Randolph-Macon College.....	8	750	93
Rutherford College.....	1	100	100
Southern College.....	2	200	100
Southern Methodist University.....	25	2,660	106
Southwestern University.....	11	1,275	116
Texas Woman's College.....	5	1,025	205
Weatherford College.....	1	225	225
Wesley College.....	1	175	175
Wofford College.....	26	5,835	224
Young Harris College.....	13	1,315	101
Austin College.....	1	200	200
Agnes Scott College.....	1	75	75
Asbury College.....	3	275	91
Arkansas College.....	2	550	275
Alabama Polytechnic Institute.....	1	200	200
A. & M. College, Stillwater, Okla.....	1	100	100
Boston University.....	2	400	200
Chickasaw College, Mississippi.....	1	25	25
Frederick Junior College, Oklahoma.....	1	125	125
Garrett Biblical Institute.....	1	160	160
Lynchburg College.....	1	50	50
Missionary Institute, New York.....	1	150	150
Oberlin University.....	1	100	100
Peabody College.....	2	200	100
Trevecca College.....	1	12	12
University of Chicago.....	1	150	150
University of Oklahoma.....	2	275	138
University of South Carolina.....	2	350	175
Union Theological Seminary.....	1	300	300
Williamette University.....	2	250	125
Yale University.....	1	100	100
Loans returned unused.....	2	225	112
	374	\$ 39,892	\$106

ADMINISTRATION, PROMOTION, AND PUBLICITY EXPENSE, APRIL 1, 1922,  
TO MARCH 31, 1926

Salaries and house rent of general staff.....	\$ 84,524 49
Salaries of stenographers and bookkeeper.....	26,407 49
Teachers and Christian Workers' Bureau.....	2,551 25
Traveling expense.....	15,208 79
Office maintenance (rent).....	2,477 00
Board and committee meetings.....	6,297 19
Meeting of Commission on Education.....	393 00
Printing (literature, reports, stationery, forms, etc.).....	8,230 36
Telephone and telegraph.....	1,755 74
Office supplies, furniture, and equipment.....	1,904 72
Service (multigraphing, mailing our literature, etc.).....	4,840 51
Steamship and Railroad Transportation Bureau.....	510 00
Audits.....	970 00
Express and postage.....	5,378 53
Bonds of officers of board.....	625 00
Office changes.....	414 65
General expense.....	1,981 79
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	\$164,470 51

## Schedule VI

## CHRISTIAN EDUCATION MOVEMENT, JULY 1, 1921, TO MARCH 15, 1926

CONFERENCE.	Amount Pledged	Amount Paid	Expense
Alabama.....	\$ 700,460	\$ 235,236 44	\$ 30,214 82
Arizona.....	7,652	4,577 40	178 45
Baltimore.....	393,411	257,778 63	26,550 52
Central Texas.....	725,000	236,638 58	36,088 39
Denver.....	5,120	2,144 65	445 57
East Oklahoma.....	278,501	29,775 49	13,606 82
Florida.....	778,770	368,817 44	36,931 46
Holston.....	864,368	433,585 40	36,527 47
Illinois.....	8,184	5,009 15	1,729 02
Kentucky.....	367,000	209,659 68	26,120 39
Little Rock.....	460,039	219,202 29	27,833 13
Louisiana.....	421,539	160,820 67	37,941 90
Louisville.....	338,013	129,376 82	26,345 69
Memphis.....	347,233	132,908 24	27,319 18
Mississippi.....	575,000	371,771 53	38,109 85
Missouri.....	169,978	97,195 39	13,929 45
New Mexico.....	36,242	16,843 73	3,779 84
North Alabama.....	947,542	485,143 06	39,341 06
North Arkansas.....	460,561	190,665 78	24,361 79
North Carolina.....	610,297	210,724 93	21,307 34
North Georgia.....	741,563	274,739 79	44,596 43
North Mississippi.....	406,379	164,243 11	34,237 58
North Texas.....	1,006,092	284,823 65	31,359 97
Northwest.....	16,254	7,189 50	508 45
Northwest Texas.....	319,459	110,097 88	23,090 11
Pacific.....	78,098	26,185 49	7,610 37
St. Louis.....	150,000	77,190 23	14,907 67
South Carolina.....	512,127	193,834 73	34,818 34
South Georgia.....	849,572	218,224 42	36,009 37
Southwest Missouri.....	119,895	69,983 61	14,234 33
Tennessee.....	407,263	188,641 29	31,515 51
Texas.....	450,472	187,981 87	35,776 74
Upper South Carolina.....	469,438	170,172 93	35,465 13
Virginia.....	1,594,171	433,212 72	39,127 16
West Oklahoma.....	293,188	34,282 73	12,988 41
West Texas.....	428,197	149,475 06	35,446 36
Western North Carolina.....	733,605	254,584 73	38,248 22
Western Virginia.....	403,344	163,505 58	23,986 43
Indian Mission.....	80,000	.....	.....
	<hr/>	<hr/>	<hr/>
	\$17,554,077	\$6,806,294 62	\$962,588 72

PAID TO SCHOOLS AND COLLEGES PARTICIPATING IN CHRISTIAN  
EDUCATION MOVEMENT, JULY 1, 1921, TO MARCH 15, 1926

Andrew College.....	\$ 22,324 30
Athens College.....	88,093 15
Berkeley Educational Church.....	17,810 64
Birmingham-Southern College.....	270,902 50
Blackstone College.....	93,286 42
Brevard Institute.....	13,288 00
Carlisle School.....	14,436 15
Carolina College.....	22,812 34
Centenary College.....	28,780 33
Centenary College of Louisiana.....	80,643 50
Central College.....	57,560 50
Central College of Oklahoma.....	22,195 36
Central College for Women.....	39,112 73
Christian Workers' Education Aid Fund.....	171,630 46
Clarendon College.....	34,122 68
Columbia College.....	60,818 00
Columbia Junior College.....	6,655 65
Cumberland Mountain School.....	43,885 10
Davenport College.....	21,930 86
Downing Industrial School.....	28,574 45
Educational Chair, Tucson, Ariz.....	4,398 95
Emory and Henry College.....	267,918 19
Emory University.....	430,736 00
Emory College.....	78,830 08
Emory University Academy.....	11,129 50
Ferrum Training School.....	18,749 85
Flat Rock High School.....	13,450 00
Francis Asbury School.....	23,568 71
Fulsom Training School.....	28 00
Galloway College.....	77,586 33
Greensboro College.....	49,047 74
Grenada College.....	51,022 55
Henderson-Brown College.....	60,070 23
Hendrix College.....	142,411 78
Hiwassee College.....	18,660 00
Holding Institute.....	8,858 00
Horry Industrial School.....	11,889 00
Howard-Payne College.....	22,181 00
Jefferson School.....	33,456 40
John C. C. Mayo College.....	38,591 00
Kentucky Wesleyan College.....	137,995 73
Kidd-Key College.....	28,574 65
La Grange College.....	36,529 64
Lambuth College.....	52,391 75
Lander College.....	49,867 75
Lindsey-Wilson Training School.....	12,827 90
Logan College.....	37,317 36
Lon Morris College.....	44,765 79
Louisburg College.....	22,810 64
Mansfield College.....	22,910 48
Martha Washington College.....	46,645 36
Martin College.....	50,848 50
Marvin College.....	23,407 49
Marvin University School.....	4,548 00
Meridian College.....	31,718 59
Millsaps College.....	223,914 31
Mississippi Conference Training School.....	9,177 00
Morris Harvey College.....	77,092 77
Morton-Elliott School.....	18,655 00
McFerrin School.....	5,697 90
McMurry College.....	27,273 78
McTyeire School.....	11,463 00
Port Gibson College.....	18,245 34
Randolph-Macon Academy, Bedford.....	14,351 00



Randolph-Macon Academy, Front Royal.....	\$ 15,818 00
Randolph-Macon College.....	208,759 61
Randolph-Macon Institute.....	13,919 00
Randolph-Macon Woman's College.....	121,850 53
Reinhardt College.....	15,966 85
Rutherford College.....	35,369 53
Scarritt College.....	26,575 00
Scarritt-Morrisville College.....	12,948 35
Seashore Camp Ground School.....	11,204 50
Simpson Academy.....	14,276 50
Sloan-Hendrix Academy.....	11,843 50
South Georgia College.....	23,033 61
Southern College.....	292,554 85
Southern Methodist University.....	430,735 79
Southern Methodist University, Academic Department.....	177,745 15
Southwestern University.....	97,003 67
Sparks College.....	21,155 80
Sue Bennett Memorial School.....	8,858 00
Texas Woman's College.....	67,592 14
Textile Industrial Institute.....	8,774 86
Thomas Industrial Institute.....	21,842 45
Trinity College of Duke University.....	106,673 59
Trinity Park School.....	8,136 50
Vashti Industrial School.....	16,609 00
Weatherford College.....	20,271 25
Weaver College.....	19,124 29
Weddington Industrial Institute.....	8,311 67
Wesley Bible Chair.....	18,227 32
Wesley College.....	42,593 31
Wesleyan College.....	65,356 40
Westmoorland College.....	42,391 98
Whitworth College.....	104,122 25
Wofford College.....	81,828 15
Wofford College Fitting School.....	12,265 00
Woman's College of Alabama.....	132,661 08
Young Harris College.....	15,493, 50

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\$5,842,419 19

# STATISTICS OF INSTITUTIONS

Number.	INSTITUTION.	LOCATION.	PRESIDENT.	Date of Charter.	Value of Real Property.	Value of Equipment.
UNIVERSITIES.						
1	Emory University.....	Atlanta, Ga.....	H. W. Cox.....	1915	\$ 2,590,096	\$ 250,000
2	Southern Methodist Univ..	Dallas, Tex.....	C. C. Seleckman...	1912	2,169,270	174,442
					\$ 4,759,366	\$ 424,442
COLLEGES.						
These eighteen colleges meet the minimum requirements of the Commission on Education for a standard college. This does not mean that they are all of equal excellency. Some of them go far beyond the Commission's minimum requirements, while others are just able to meet them.						
3	Birmingham-Soc. College†..	Birmingham, Ala...	Guy E. Snively..	1859	\$ 1,500,000	\$ 100,000
4	Central College†.....	Fayette, Mo.....	W. F. McMurry..	1854	636,000	100,000
5	Centenary College of La...	Shreveport, La.....	G. S. Sexton.....	1830	426,808	68,900
6	Emory and Henry College.	Emory, Va.....	J. N. Hillman....	1839	327,013	44,250
7	Galloway College.....	Searcy, Ark.....	J. M. Williams....	1888	550,000	70,000
8	Greensboro College.....	Greensboro, N. C...	S. B. Turrentine..	1838	455,245	94,322
9	Hendrix College†.....	Conway, Ark.....	J. H. Reynolds...	1884	323,087	60,400
10	Kentucky Wesleyan Col...	Winchester, Ky.....	D. C. Hull.....	1860	450,000	50,000
11	Lagrange College.....	Lagrange, Ga.....	W. E. Thompson..	1847	350,000	50,000
12	Millsaps College†.....	Jackson, Miss.....	D. M. Key.....	1890	382,288	45,000
13	Morris Harvey College*	Barville, W. Va....	R. T. Brown.....	1902	300,000	20,000
14	Randolph-Macon Col.†..	Ashland, Va.....	R. E. Blackwell..	1830	380,000	25,000
15	Rand.-Macon Wom's Col†.	Lynchburg, Va....	D. R. Anderson..	1830	1,005,000	250,000
16	Southwestern University†.	Georgetown, Tex...	J. Sam Barcus...	1875	626,000	157,300
17	Trinity of Duke Univ**†.	Durham, N. C.....	W. P. Few.....	1852	3,411,565	193,042
18	Wesleyan College†.....	Macon, Ga.....	W. F. Quillian....	1830	618,676	86,466
19	Wofford College†.....	Spartanburg, S. C...	H. N. Snyder....	1851	634,425	48,699
20	Woman's College of Ala...	Montgomery, Ala...	Walter D. Agnew..	1911	519,100	43,522
The following eight colleges have not yet secured the \$150,000 minimum endowment required by the Commission on Education, but since they meet the requirements of the Commission in all other respects and are engaged in earnest efforts to secure the necessary endowment and have for the ensuing year an assured income of not less than \$15,000 exclusive of tuition fees, pending the completion of their movements for endowment, they have been given classification as standard colleges until the annual meeting of the Board of Education in 1926, at which time their classification will be completed.						
21	Athens College.....	Athens, Ala.....	Mrs. J. H. McCoy..	1843	457,800	64,000
22	Columbia College.....	Columbia, S. C.....	J. C. Guilds.....	1854	468,000	90,112
23	Grenada College.....	Grenada, Miss.....	J. R. Countiss....	1904	300,000	25,500
24	Henderson-Brown College.	Arkadelphia, Ark...	J. M. Workman....	1890	301,627	38,990
25	Lander College.....	Greenwood, S. C...	B. R. Turnipseed..	1873	313,499	57,892
26	Southern College.....	Lakeland, Fla.....	L. M. Spivey....	1907	910,258	100,000
27	Texas Woman's College...	Fort Worth, Tex...	H. E. Stout.....	1914	420,000	72,500
28	Whitworth College.....	Brookhaven, Miss...	H. G. Hawkins...	1858	350,000	22,000
					\$16,416,391	\$1,977,898
JUNIOR COLLEGES.						
29	Andrew College.....	Cuthbert, Ga.....	F. G. Branch.....	1854	\$ 164,500	\$ 45,000
30	Blackstone Col. for Girls..	Blackstone, Va.....	H. P. Myers.....	1892	450,000	25,000
31	Carolina College.....	Maxton, N. C.....	E. J. Green.....	1906	250,000	25,000
32	Cent'y Col., Conservatory.	Cleveland, Tenn...	J. W. Malone.....	1885	200,000	50,000
33	Clarendon College.....	Clarendon, Tex.....	George S. Slover..	1898	300,000	25,000
34	Davenport College.....	Lenoir, N. C.....	C. L. Hornaday...	1859	146,688	22,188
35	Hiwassee College.....	Madisonville, Tenn.	J. M. Reedy.....	1850	94,473	15,282
36	Kidd-Key College.....	Sherman, Tex.....	E. L. Spurlock....	1877	330,000	70,000
37	Logan College.....	Russellville, Ky...	E. F. Goodson....	1857	167,000	16,625
38	Lon Morris College.....	Jacksonville, Tex...	G. F. Winfield....	1907	224,000	41,500
39	Louisburg College.....	Louisburg, N. C....	A. W. Mohr.....	1909	350,000	50,000

\*This classification to be reviewed by the Board of Education at its annual meeting in 1926 after inspection of college.

\*\*A large part of the Duke gift not included in these statistics.

†Belongs to a standardizing association.

# STATISTICS OF INSTITUTIONS

ENDOWMENT.		Total Assets.	Annual Income.	Indebtedness.	No. OFFICERS & TEACHERS.		STUDENT ENROLLMENT.				Number.
Productive.	Total.				College.	Total.	College.	Professional.	High School.	Total.	
2,659,276	\$ 2,659,276	\$ 5,499,372	\$ 483,049	.....	54	95	769	506	176	2,081	1
1,714,080	1,764,080	4,107,796	553,016	162,050	116	136	2,393	137	....	2,530	2
4,373,356	\$ 4,423,356	\$ 9,607,168	\$1,036,065	162,050	170	231	3,162	643	176	4,611	
500,000	\$ 600,000	\$ 2,200,000	\$ 110,000	.....	54	54	816	.....	.....	1,555	3
827,269	908,369	1,644,369	119,747	\$ 131,000	34	43	625	.....	.....	675	4
651,851	651,851	1,147,559	51,196	235,000	40	40	487	.....	.....	487	5
327,940	327,940	699,210	74,042	.....	18	18	464	.....	.....	464	6
170,500	170,500	790,500	65,560	71,545	18	34	195	.....	90	315	7
285,811	289,014	838,579	92,424	49,912	17	29	297	.....	.....	349	8
545,415	545,415	928,904	105,944	.....	20	20	374	.....	78	452	9
157,000	157,000	657,000	45,718	60,000	23	23	256	.....	.....	256	10
175,000	200,000	600,000	40,384	14,000	14	14	110	.....	.....	165	11
714,955	764,955	1,192,243	91,846	.....	22	22	370	.....	.....	370	12
309,000	309,000	629,000	61,639	37,800	14	25	80	.....	142	245	13
800,000	800,000	1,205,000	76,312	9,000	28	28	247	.....	.....	247	14
505,500	508,000	1,763,000	227,983	.....	90	90	817	.....	.....	817	15
295,192	444,572	1,227,872	126,088	301,814	31	38	568	52	.....	990	16
5,000,000	15,000,000	18,604,610	349,580	.....	65	68	1,140	.....	.....	1,910	17
466,029	559,462	1,264,603	150,750	20,000	47	67	442	.....	.....	616	18
323,856	323,856	1,006,973	67,617	12,435	30	30	474	.....	.....	474	19
151,175	183,675	746,297	139,762	105,500	30	50	430	.....	30	574	20
10,100	12,600	534,400	34,871	79,751	11	22	81	33	60	174	21
25,000	40,000	598,113	38,557	110,000	17	30	288	.....	.....	334	22
35,000	64,225	389,725	29,578	90,000	14	22	158	21	.....	191	23
228,797	233,597	574,214	66,178	75,491	14	22	265	.....	51	316	24
19,040	19,040	390,431	65,140	90,000	29	29	321	.....	.....	321	25
200,000	200,000	1,210,258	64,061	310,000	30	30	250	.....	.....	250	26
25,000	25,000	517,500	99,213	146,000	24	47	365	188	46	494	27
15,500	15,500	387,500	43,850	15,800	19	24	112	21	38	222	28
22,764,930	\$23,353,571	\$41,747,860	\$2,438,040	\$1,965,048	753	919	10,032	315	535	13,263	
25,000	\$ 25,000	\$ 234,500	\$ 21,549	\$ 10,668	10	17	77	101	32	117	29
33,000	33,000	508,000	46,423	136,500	12	21	57	47	148	255	30
12,000	12,000	287,000	30,000	25,000	.....	12	50	.....	22	72	31
.....	.....	250,000	21,604	50,000	12	21	59	44	26	128	32
.....	.....	325,000	35,000	.....	12	14	185	.....	72	464	33
200,000	200,000	368,876	50,000	29,900	19	22	85	.....	40	130	34
1,500	51,500	161,255	14,255	.....	7	15	58	.....	80	158	35
.....	.....	400,000	.....	40,000	12	35	176	19	61	415	36
15,500	15,500	199,125	28,565	15,000	7	17	83	.....	30	113	37
150,000	150,000	415,500	26,704	54,000	11	22	147	.....	14	267	38
100,000	100,000	500,000	44,852	105,000	6	17	124	.....	.....	215	39



# STATISTICS OF INSTITUTIONS (Continued)

Number.	INSTITUTION.	LOCATION.	PRESIDENT.	Date of Charter.	Value of Real Property.	Value of Equipment.
40	Mansfield College . . . . .	Mansfield, La. . . . .	W. M. Bratton . . . . .	1855	\$ 250,000	\$ 20,000
41	Martha Washington Col. . . . .	Abingdon, Va. . . . .	C. D. Curtis . . . . .	1860	201,255	22,000
42	Martin College . . . . .	Pulaski, Tenn. . . . .	G. A. Morgan . . . . .	1870	120,000	1,500
43	McMurry College . . . . .	Abilene, Tex. . . . .	J. W. Hunt . . . . .	1921	300,888	30,230
44	Meridian College . . . . .	Meridian, Tex. . . . .	Joe S. Cook . . . . .	1907	123,000	17,000
45	Weatherford College . . . . .	Weatherford, Tex. . . . .	R. G. Boger . . . . .	1889	75,000	13,680
46	Weaver College . . . . .	Weaverville, N. C. . . . .	C. H. Trowbridge . . . . .	1872	145,000	13,700
47	Wesley College . . . . .	Greenville, Tex. . . . .	G. B. Jackson . . . . .	1905	145,030	29,100
48	Westmoorland College . . . . .	San Antonio, Tex. . . . .	E. R. Stanford . . . . .	1894	300,000	28,000
49	Young L. G. Harris Col. . . . .	Young Harris, Ga. . . . .	J. A. Sharp . . . . .	1888	120,000	12,000
The following institutions are classified as Junior Colleges until the meeting of the Board in 1926:						
50	Reinhardt College . . . . .	Waleska, Ga. . . . .	R. C. Sharp . . . . .	1893	170,000	10,000
51	Rutherford College . . . . .	Ruther'd Col., N. C. . . . .	W. F. Starnes . . . . .	1873	97,800	16,500
52	South Georgia College . . . . .	McRae, Ga. . . . .	Braswell Deen . . . . .	1892	200,000	25,000
ACADEMIES.					\$ 4,924,634	\$ 624,480
53	Brevard Institute . . . . .	Brevard, N. C. . . . .	O. H. Orr . . . . .	1895	\$ 206,498	\$ 22,610
54	Carlisle School . . . . .	Bamberg, S. C. . . . .	M. G. Gault . . . . .	1892	150,000	3,000
55	Cumberland Mt. School . . . . .	Crossville, Tenn. . . . .	R. R. Paty . . . . .	1924	88,800	5,000
56	Downing Industrial Sch. . . . .	Brewton, Ala. . . . .	E. C. Moore . . . . .	1906	108,000	5,000
57	Emory Univ. Academy . . . . .	Oxford, Ga. . . . .	A. W. Rees . . . . .	1916	400,000	25,000
58	Ferrum Training School . . . . .	Ferrum, Va. . . . .	B. M. Beckham . . . . .	1913	211,445	25,850
59	Flat Rock High School . . . . .	Flat Rock, Ala. . . . .	W. M. McDonald . . . . .	1907	75,000	3,600
60	Fulsom Training School . . . . .	Smithville, Okla. . . . .	W. B. Hubbell . . . . .	1907	165,000	10,000
61	J. O. Hanes School . . . . .	Haleyville, Ala. . . . .	J. O. Hanes . . . . .	1880	18,000	20,000
62	Holding Institute . . . . .	Laredo, Tex. . . . .	J. M. Skinner . . . . .	1880	250,000	3,000
63	Horry Industrial School . . . . .	Aynor, S. C. . . . .	Andrew C. Aston . . . . .	1913	100,000	10,000
64	John C. C. Mayo College . . . . .	Paintsville, Ky. . . . .	H. G. Sowards . . . . .	1905	500,000	2,000
65	Lindsey-Wilson Tr. Sch. . . . .	Columbia, Ky. . . . .	R. V. Bennett . . . . .	1903	90,000	75,000
66	McTyeire School . . . . .	McKenzie, Tenn. . . . .	J. A. Robins . . . . .	1897	18,000	4,000
67	Miss. Conference Tr. Sch. . . . .	Montrose, Miss. . . . .	J. F. McClellan . . . . .	1890	350,000	15,000
68	Randolph-Macon Acad. . . . .	Bedford, Va. . . . .	W. R. Phelps . . . . .	1892	250,000	30,000
69	Randolph-Macon Acad. . . . .	Front Royal, Va. . . . .	C. L. Melton . . . . .	1892	136,881	40,780
70	Randolph-Macon Inst. . . . .	Danville, Va. . . . .	J. C. Simpson . . . . .	1897	500,000	5,000
71	Seashore Camp Gr'd Sch. . . . .	Biloxi, Miss. . . . .	L. L. Roberts . . . . .	1912	100,000	25,000
72	Simpson School . . . . .	Birmingham, Ala. . . . .	J. M. Malone . . . . .	1899	66,100	5,000
73	Sloan-Hendrix Academy . . . . .	Imboden, Ark. . . . .	J. F. Glover . . . . .	1912	80,000	10,000
74	Sparks College . . . . .	Sparks, Ga. . . . .	M. S. Hale . . . . .	1896	250,000	40,000
75	Sue Bennett Mem. Sch. . . . .	London, Ky. . . . .	K. C. East . . . . .	1922	40,000	800
76	Valley Springs Academy . . . . .	Valley Springs, Ark. . . . .	M. J. Russell . . . . .	1913	\$ 4,228,724	\$ 310,648
MISSION SCHOOLS.					\$ 28,000	\$ 1,796
77	Jefferson School . . . . .	Jefferson, N. C. . . . .	G. B. Price . . . . .	1912	112,000	500
78	Textile Industrial Inst. . . . .	Spartanburg, S. C. . . . .	R. B. Burgess . . . . .	1923	60,000	5,000
79	Triangular Mountain Inst. . . . .	Mt. Heron, Va. . . . .	J. W. Arthur . . . . .	1903	167,810	13,687
80	Vashti Industrial School . . . . .	Thomasville, Ga. . . . .	Miss C. Dye . . . . .	1903		
The following new institutions are in process of organization and have not yet been classified:					\$ 367,810	\$ 20,983
1	Lambuth College . . . . .	Jackson, Tenn. . . . .	R. E. Womack . . . . .	1922	\$ 225,000	\$ 25,000
2	Scarritt Col. for Chr. W'krs. . . . .	Nashville, Tenn. . . . .	J. L. Cuninggim . . . . .	1892	284,865	19,375
					\$ 509,865	\$ 44,375



# STATISTICS OF INSTITUTIONS (Continued)

ENDOWMENT.		Total Assets	Annual Income.	Indebtedness	No. OFFICERS & TEACHERS.		STUDENT ENROLLMENT.				Number
Productive.	Total.				College.	Total.	College.	Professional.	High School.	Total.	
3,500	\$ 3,500	\$ 270,000	\$ 24,177	\$ 12,600	6	13	75	....	52	180	40
.....	30,000	226,770	43,525	87,249	14	20	93	114	16	142	41
24,500	24,500	151,500	23,600	5,000	8	14	41	....	51	110	42
.....	.....	355,623	53,757	.....	12	25	149	66	90	305	43
43,815	43,815	140,000	12,531	42,500	11	14	87	30	27	133	44
.....	.....	182,503	16,954	.....	9	18	98	54	20	273	45
15,000	15,000	158,750	27,738	21,500	10	15	89	99	58	196	46
.....	.....	189,229	59,302	89,094	12	21	149	....	76	234	47
100,000	100,000	328,000	85,070	60,000	16	25	284	183	114	515	48
.....	.....	232,000	20,000	.....	10	16	195	....	339	434	49
10,000	10,000	190,000	10,044	15,000	9	12	31	50	94	275	50
10,500	10,500	124,800	15,350	7,500	10	12	55	....	136	193	51
.....	.....	225,000	18,000	35,000	8	20	76	....	225	301	52
744,315	\$ 824,315	\$ 6,373,431	\$ 729,000	\$ 841,511	243	438	2,523	807	1823	5,625	.....
.....	.....	\$ 229,116	\$ 25,386	.....	.....	14	.....	.....	190	239	53
.....	.....	153,000	23,894	\$ 32,000	.....	7	.....	.....	129	129	54
5,500	\$ 5,500	99,300	13,296	.....	.....	10	.....	.....	105	140	55
.....	.....	113,000	10,385	45,000	.....	10	.....	.....	148	148	56
.....	.....	425,000	17,000	.....	.....	12	.....	.....	176	176	57
24,000	24,000	261,295	53,376	.....	.....	30	.....	80	166	662	58
750	750	79,350	4,500	15,600	.....	7	.....	16	130	146	59
.....	.....	175,000	18,000	.....	.....	10	.....	.....	97	132	60
.....	.....	18,000	5,400	9,300	.....	5	.....	.....	93	93	61
.....	.....	270,000	41,540	.....	.....	8	.....	.....	30	304	62
.....	.....	103,000	10,377	18,899	.....	4	.....	.....	58	58	63
25,000	33,000	543,000	22,954	5,900	.....	15	.....	.....	200	380	64
2,000	2,000	94,000	7,200	.....	.....	8	.....	.....	110	250	65
.....	.....	75,000	5,000	25,000	.....	3	.....	.....	60	60	66
.....	.....	22,000	3,500	.....	.....	3	.....	.....	56	160	67
.....	12,327	377,327	28,000	11,000	.....	10	.....	.....	184	184	68
.....	.....	230,000	24,000	15,000	.....	10	.....	.....	154	154	69
5,939	5,939	183,600	42,246	93,373	.....	26	.....	.....	107	353	70
.....	.....	505,000	5,000	17,000	.....	6	.....	.....	50	50	71
.....	.....	125,000	24,000	58,900	.....	12	.....	.....	216	216	72
8,000	8,000	79,100	5,325	4,680	.....	7	.....	.....	79	114	73
9,000	9,000	99,000	18,838	9,350	5	12	39	.....	80	119	74
.....	.....	290,000	40,000	.....	.....	18	50	133	144	516	75
.....	.....	40,800	7,000	.....	.....	7	.....	.....	125	125	76
80,189	\$ 100,516	\$ 4,639,888	\$ 456,217	\$ 361,002	5	254	89	229	2887	4,908	.....
.....	.....	\$ 29,796	\$ 4,917	.....	.....	3	.....	.....	74	74	77
18,000	\$ 135,000	247,500	7,625	.....	.....	7	.....	.....	62	146	78
.....	.....	65,000	9,835	\$ 21,000	.....	8	.....	.....	.....	210	79
.....	.....	181,497	38,925	.....	.....	13	.....	.....	.....	135	80
18,000	\$ 135,000	\$ 523,793	\$ 61,302	\$ 21,000	....	31	.....	.....	136	565	.....
.....	.....	\$ 250,000	\$ 8,298	\$ 104,500	7	11	114	.....	.....	114	81
.....	32,341	336,581	53,500	18,083	....	15	.....	94	.....	167	82
.....	\$ 32,341	\$ 586,581	\$ 61,798	\$ 122,583	7	26	114	94	....	281	.....

# GENERAL SUMMARY

Number.	INSTITUTION.	Number of Schools.	VALUE OF PLANT.		ENDOWMENT.	
			Real Property.	Equipment.	Productive.	Total.
1	Universities.....	2	\$ 4,759,366	\$ 424,446	\$ 4,373,356	\$ 4,423,356
2	Colleges of Liberal Arts.....	26	16,416,391	1,977,898	22,764,930	23,853,57
3	Junior Colleges.....	24	4,924,634	624,482	744,315	824,31.
4	Academies.....	24	4,228,724	310,648	80,189	100,51
5	Mission Schools.....	4	367,810	20,983	18,000	135,00
6	Not classified.....	2	509,865	44,375	.....	32,34
	Total.....	82	\$ 31,206,790	\$3,402,832	\$ 27,980,790	\$ 28,869,09
	Total 1922.....	88	22,112,224	2,120,375	8,888,590	9,443,69
	Increase.....	....	\$ 9,094,566	\$1,282,457	\$ 19,092,200	\$ 19,425,40

# GENERAL SUMMARY

Total Assets.	Indebtedness.	Annual Income.	No. of Officers and Teachers.		Student Enrollment.				Number.
			College.	Total	College.	Professional.	High School.	Total.	
9,607,168	\$ 162,050	\$ 1,036,065	170	231	3,162	643	176	4,611	1
41,747,860	1,965,048	2,438,040	753	919	10,032	315	535	13,263	2
6,373,431	841,511	729,000	243	438	2,523	807	1,823	5,625	3
4,639,888	361,002	456,217	5	254	89	229	2,887	4,908	4
523,793	21,000	61,302	.....	31	.....	.....	136	565	5
586,581	122,583	61,798	7	26	114	94	.....	281	6
33,478,721	\$ 3,473,194	\$ 4,782,422	1,178	1,899	15,920	2,088	5,557	29,253	
33,676,296	2,555,986	3,124,390	.....	1,586	10,046	.....	7,241	22,619	
29,802,425	\$ 917,208	\$ 1,658,032	.....	313	5,874	.....	.....	6,634	

**DISBURSEMENTS OF FUNDS COLLECTED ON ASSESSMENTS FOR ANNUAL  
CONFERENCE EDUCATION DURING QUADRENNIUM, 1922-1926**

CONFERENCE.	Schools and Colleges.	Student Aid.	Preachers' Institutes.	Miscella- neous.	Total.
Alabama.....	\$ 38,010	.....	\$ 2,200	\$ 1,061	\$ 41,271
Baltimore.....	22,784	\$16,800	200	475	40,259
Central Texas.....	121,996	.....	2,110	1,522	125,628
East Oklahoma.....	2,000	.....	1,200	1,800	5,000
Florida.....	53,500	.....	.....	6,851	60,351
Holston.....	62,120	.....	2,000	637	64,807
Kentucky.....	26,885	.....	.....	250	27,135
Little Rock.....	34,885	2,893	2,840	637	41,255
Louisiana.....	20,854	2,391	600	.....	23,845
Louisville.....	23,943	150	.....	2,287	26,380
Memphis.....	13,220	7,250	2,000	890	23,360
Mississippi.....	39,211	.....	1,463	969	41,643
Missouri.....	5,500	400	2,833	4,384	13,117
New Mexico.....	1,251	450	.....	967	2,668
North Alabama.....	59,196	.....	622	296	60,114
North Arkansas.....	33,544	.....	2,134	1,474	37,152
North Carolina.....	61,630	.....	1,200	884	63,714
North Georgia.....	41,278	6,557	.....	371	48,206
North Mississippi.....	28,486	2,031	.....	511	31,028
North Texas.....	89,596	.....	1,716	1,596	92,908
Northwest Texas.....	32,935	.....	840	2,885	36,660
Northwest.....	4,744	.....	.....	.....	4,744
Pacific.....	500	380	.....	146	1,026
St. Louis.....	15,492	.....	4,050	2,987	22,529
South Carolina.....	50,933	926	1,526	729	54,114
South Georgia.....	61,563	1,437	1,575	454	65,029
Southwest Missouri.....	6,200	.....	2,160	2,150	10,510
Tennessee.....	16,200	21,445	1,525	361	39,531
Texas.....	82,074	.....	624	3,188	85,886
Upper South Carolina.....	42,884	516	4,223	905	48,533
Virginia.....	37,500	7,500	.....	.....	45,000
West Oklahoma.....	.....	.....	1,200	9,000	10,200
West Texas.....	55,760	.....	1,298	3,737	60,795
Western North Carolina.....	80,382	7,727	1,600	3,136	92,845
Western Virginia.....	7,986	.....	.....	250	8,236
Total.....	\$1,275,042	\$78,853	\$43,749	\$57,840	\$1,455,484
Total for 1918-22.....	1,218,533	66,771	.....	70,971	1,356,275
Gain.....	\$ 56,509	\$11,082	.....	.....	\$ 99,209





